DOCUMENT RESUME

ED 188 463 FL 011 419

TITLE Workshop Leader's Handbook.
INSTITUTION Literacy Volunteers, Inc., Syracuse, N.Y.
PUB DATE 77
NOTE 185p.
AVAILABLE FROM Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 E. Water Street, Syracuse, NY 13210 ($5.00)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Basic Education; *English (Second Language); *Literacy Education; Postsecondary Education; *Teacher Education; Teaching Methods; Tutors; *Volunteer Training; *Workshops

ABSTRACT

A handbook for workshop leaders of the Literacy Volunteers of America, Inc. (LVA), is presented. The leaders present LVA's Tutor Training workshops. Contents concern the following: qualifications required of workshop leaders; the needs of workshop trainees and methods to meet their needs; the basic tools that the workshop leader must understand before conducting a workshop; the workshop leader's team and the duties that may be delegated by the leader to the team; tasks the workshop leader should perform when planning a workshop; the manner in which continuity leads to the better job; things to remember when demonstrating techniques for the trainees; the suggested technique used for demonstrating the "experience story," "sight words," "phonics," and "word patterns"; three of the 12 creative wall displays that LVA affiliates are using and recommend; procedures affiliate leaders use to promote motivation and insure high interest in their trainees; the advantages and disadvantages of using demonstration students; the procedures used by workshop leaders who utilize demonstration students; the ways some workshop leaders have used guest speakers; tasks recommended as followup activities, a resource for planning and drawing up the contract for the workshop; five recommendations for planning and implementing the contract workshop (or special job); perspectives about personality problems in a workshop; dealing with a trainee who argues with every technique or dominates; and self-evaluation. (SW)

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WORKSHOP LEADER'S HANDBOOK

This handbook is for you, the Literacy Volunteers of America, Inc. (LVA) workshop leader, or tutor-trainer. In preparing this book, we've made certain assumptions about you. We assume you are a trained and experienced LVA tutor, an active participant in an LVA affiliate or member organization or in an LVA associate, and are familiar with the overall organization of LVA; that you think your job is important, and you want to do it well. We think it's important, too, and we wish you good sucess!

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LITERACY VOLUNTEERS OF AMERICA, INC.

WORKSHOP LEADERS HANDBOOK

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I. INTRODUCTION

Literacy Volunteers of America, Inc. (LVA) has always named the student as the most important person in its program. A close second is the tutor, the volunteer who undergoes careful training in LVA's Tutor Training Workworks and then works with the student in either basic reading and writing or in conversational English. A third person has received less acclaim, and perhaps less help in LVA's program, and that is the Workshop Leader. This is the person or team of persons who takes that monumental workshop script, a stack of tapes, boxes of slides, a detailed schedule and miscellaneous sheets of instruction and translates it all into a meaningful course of instruction for the tutor trainees.

It is to this person, you, the workshop leader, that this handbook is addressed. We hope you will read it in its entirety first, and then reread it as you plan and work through each workshop you present.

In writing the handbook, we have one goal in mind: To help you, the workshop leader, to present either of LVA's Tutor Training Workshops creatively and effectively, thus preparing the trainees to be competent and confident tutors of adults and teenagers.

We have enlisted the help of experienced LVA workshop leaders in writing this handbook. They are, after all, the acknowledged experts. Because many of the same suggestions were made by a number of affiliate representatives, it is not possible to credit specific affiliates with the ideas included. However, special acknowledgment must be made to Jonathan McKallip, State Director in Maine. In answer to the expressed needs of the volunteers in his state, Mr. McKallip has written a booklet entitled A Teacher Training Workshop Handbook. With his permission, we have borrowed from this in numerous in-

stances, and we thank him for his generous help.

Most of the general helps given in the Handbook apply equally well to Basic Reading and English as a Second Language (ES) Workshops. In a few cases comments are directed to leaders of one or the other workshops, where specific segments of the Workshop demand it. The Appendix contains the complete "Leaders Packet" for both workshops. We suggest you examine these sections first, noting that they contain detailed helps on scheduling, demonstrations, samples of forms and such required handouts as homework, case histories, quizzes, evaluation sheets, etc.

We have prepared a list of objectives for your review on the following pages. These are intended as check points for you, the workshop leader. After reading the Handbook, you might like to review them to test your own mastery of the content.

The objectives are stated in such a manner that, if they are accomplished, you will be able to:

A. Plan a Tutor Training Workshop

B. Conduct a Tutor Training Workshop

C. Evaluate the results of your Tutor Training Workshop

The objectives are given on the following pages, with page number indicated to help you locate the answer.

HANDBOOK OBJECTIVES

Upon completion of the Workshop Leaders Handbook, you will be able to:

1. List two basic qualifications required of all workshop leaders plus two additional qualifications required of workshop leaders in established affiliates. P. 5

2. List the academic qualifications of a workshop leader. P. 5

3. Identify the one goal or purpose of the workshop leader. P. 7

4. Tell how the leader's purpose may be achieved. Pp. 7-8.

5. Identify the needs of workshop trainees and list methods described in the handbook to meet trainees' needs. Pp. 9-12.

6. Identify the basic tools with which a workshop leader must be totally familiar before conducting either workshop. P. 13

7. Describe the workshop leader's team and identify the duties which may be delegated by the leader to the team. Pp. 13-15

8. Identify and schedule all tasks which a workshop leader should perform when planning a workshop, to include a time-line as outlined in the handbook. Pp. 16-18.

9. Describe the manner in which continuity leads to the better job. Pp. 19-24.

10. List two important factors to remember when demonstrating techniques for the trainees. P. 24.

11. Describe the suggested technique used for demonstrating the Experience Story, Sight Words, Phonics and Word Patterns. Pp. 25-28.

12. List three of the twelve creative wall displays which LVA affiliates are using and recommend. Pp. 30-31.

13. Describe those procedures affiliate leaders use to promote motivation and insure high interest of their trainees. Pp. 32-34.

14. List the advantages and disadvantages of using demonstration students. P. 35.

15. Describe the procedures used by workshop leaders who utilize demonstration students. Pp. 35-36.

16. Describe how some workshop leaders have used guest speakers. Pp. 36-38.

17. Identify by listing those tasks recommended as follow-up activities. Pp. 39-40.

18. Identify the resource where guidelines for planning and drawing up the contract for contract workshops are located. P. 41

19. List five recommendations outlined in the handbook for planning and implementing the contract workshop (or special job). Pp. 41-43.

20. Explain the one rule to remember which will help you gain perspective on almost any personality problem in your workshop. P. 45

21. Describe the recommended procedure for dealing with a trainee who (1) argues with every technique, or (2) dominates OTO sessions or open discussions. P. 46

22. Describe the purpose of evaluating your own performance. P. 47-48

II. QUALIFICATIONS FOR WORKSHOP LEADERS

A. Basic Qualifications

LVA has only two basic qualifications that are firmly required of all workshop leaders.

A leader must:

1. Be a trained LV tutor. Quite simply, he must have successfully completed the Tutor Training workshop, as a trainee.
2. Be an experienced LVA tutor. A leader must have taught at least one student for at least 24 one-hour lessons. As a workshop leader, this requirement is essential. Without personal tutoring experience, the leader lacks empathy with the trainees, and in turn may lose credibility. When the trainee asks, "But does this technique work with a student?", the leader who can give an illustration from his own teaching experience has scored a valuable point with the trainees. If, on the other hand, he is forced to admit that he has never applied the technique in question, the trainees very likely will tune him out.

In established affiliates, there are two additional requirements. These are not possible in a new provisional group, but must be met by leaders in affiliates which have presented two Tutor Training workshops. The prospective leader must:

3. Serve as a one-to-one (OTO) leader, or table leader, in at least one workshop after the one in which he was originally trained.
4. Serve as an assistant leader or apprentice to an experienced workshop leader during at least one workshop.

B. Academic Qualifications

1. In normal affiliate programming, there are no specific academic requirements for the workshop leader. If we were to make a survey

of the educational levels of successful workshop leaders, we know we would discover a wide range of academic backgrounds ranging from advanced degrees to high school completion only. Since experience has shown that some of our very best workshop leaders have only the latter, LVA continues its open policy in regard to academic standing.

2. In instances where the Basic Reading Workshop is given for college or university credit, and as a course at a specific institution, the academic requirements for instructors in that institution should be investigated, and then adhered to. LVA's affiliates have already met this situation in several instances, with very different results. In some cases, masters degrees were requested of the workshop leaders, and in others, the question was not even raised.

III. THE WORKSHOP LEADERS PURPOSE, AND HOW TO ACHIEVE IT

You as leader should have one goal, or purpose, as was stated before: to present LVA's Tutor Training workshop in such a way as to prepare LV trainees to be confident and competent tutors of adults.

This can be done if:

A. The leader adheres to the core segment faithfully.

Any leader worth his salt will find things he questions and perhaps strongly objects to in the workshop. He may dislike a whole segment of the training, or may merely object to a slide or two, or a phrase used on the tapes. Such objections, questions, or - hopefully - positive suggestions are all welcomed by LVA's Research and Development Committee, and leaders are urged to submit their thoughts to the Committee. All such contributions are seriously considered, because the workshop is not a static thing. Change is the name of the game, and at least four major revisions have already taken place.

Leaders are asked to acknowledge, however, that the workshop is the result of many years of work and experience. Top people including professional reading consultants have contributed to the content and edited the training segments. Therefore, leaders are asked to stick with it "as is," and report their ideas through channels. You will be listened to.

B. The leader is creative in his approach.

The tapes and slides preserve the quality control LVA considers so critical, and as mentioned above, leaders are expected to adhere faithfully to this basic core material. However, if a leader stops there, he will probably present a dull and unproductive workshop. Lively and interesting demonstrations, discussions and practice sessions are clearly

essential. These will be discussed in greater detail in "The Better Job", page

C. The leader's attitude is positive

The trainees in every workshop will judge the program by you. Your enthusiasm and confidence in the worth of LVA and its goals, your frequent references to the good experiences of teachers in the affiliates, your obvious warmth and concern for the students taught in your affiliate program will all serve to convince the trainees that they can be successful tutors, that the job is well worth doing, and that they will enjoy it.

IV. TRAINEE'S NEEDS AND HOW TO MEET THEM

When the trainees are registered, name-tags affixed, kits distributed and when each one has found a chair, there comes a moment of truth at each first session of the workshop. You are the leader and the trainees are looking to you to answer their specific needs. You have a responsibility to see that these needs are met. These are the most obvious needs:

A. Methods and Techniques

Trainees want first of all to learn how to teach either basic reading and writing or conversational English. This is their major expectation from the training, and this is what LVA has promised them. You may even find that trainees are impatient during the first day's introductory stages, because of their eagerness to begin to acquire tutoring skills. Assure them that this is precisely what they will do, but that a brief introduction to the problem of illiteracy and/or of the non-English speaker, the workshop format and their kit materials is necessary before the instruction in techniques of tutoring begins.

B. Understanding of LVA's Students

Trainees need to have as clear a picture as possible of their potential students. They will probably recognize their need to know who and where the students are in their community, but you may have to lead them to realize another need. They may not be aware that they need to learn about the life styles of the students. These styles, as you know, may be very different from those of the volunteer tutors. Special assistance in answering to this need may be given by the "supplementary speakers" referred to on pages 41-43.

Trainees also need to be taught how adults learn, and that the learning process of adults differs from that of children. Introducing material on the psychology of adults as learners is most helpful, and your LVA Bibliography should be used to guide your choice of such material.

C. Understanding of Testing

Nearly one whole session of the basic reading workshop is devoted to the READ test and how to administer the test to students. Trainees are often overwhelmed by this, and you, as leader, can do much to help them understand the reasons for testing. The test is a tool to help the tutor learn how best to help the student. It tells where the student is in the reading process and highlights his competency or lack of competency in specific word attack skills. Perhaps of even more importance, trainees need to learn that testing is not to be feared. Properly treated, students are neither threatened nor intimidated by being tested.

In the ESL workshop, trainees need only to learn how to administer a simple placement test. This is a less complex task than administering a diagnostic test. Workshop leaders should be prepared to explain the purpose of the test before reviewing it with the trainees.

You can help the trainees in either workshop realize that they are probably more "hung up" about testing than their students will be. You can also show them how to give much of the test as just another assignment during the lesson, rather than a solemn task dramtically administered in a way which might humiliate or upset the student.

D. Knowledge of Available Resources

1. In the local affiliate:

Trainees need to know how the local affiliate can help them. You can

help them by describing the supervisory system used in your affiliate, the library resources that are available, and what in-service training they can expect to receive.

One-to-one tutors have a lonely job. Once trained, they must not feel that they have been cut loose, and are unsupported by you and other affiliate leaders. You can reassure them on these points.

2. In LVA and in state LV offices:

Trainees seldom relate very closely to a "national office." It sounds remote, perhaps forbidding, and maybe even unnecessary. You can help them see that the national organization has resources available to them through its Board, staff, committees, publications, and newsletters. It exists only because of and for its implementing arms - the affiliates - and thus has a real stake in the work of every tutor. The national office is very much aware of where the real action is.

State offices are usually more accessible and convenient, and you as leader can inform trainees that such a resource is available to them. Your own state coordinator or state director's name should be known to each trainee. Tutors will look to affiliate leaders for help in most cases, but state staff and boards are available to help any LV tutor who requests it.

3. In the community:

Trainees need to be briefed on all community resources available to them. You as leader may need to do some homework so that you can help them with this. They need to know of other social and educational agencies that cooperate with your affiliate. Very specifically, they need to know about your local Adult Basic Education (ABE)

program. We have a definite obligation to work as a complementary arm to ABE, so trainees must know what it is, and how to enroll a student in it. All LV tutors should have as an important goal the eventual enrollment of their student in an ABE class, if available.

Trainees also need to know of agencies which might help their students who have particular problems. These may include health, legal, child care, Americanization, and other social agencies. Right from the start of their teaching, trainees need to remember that they are primarily tutors, but that when other problems of the student are noted, their role should be that of a referral agent, not an arm-chair social worker.

E. Knowledge of the Affiliate Structure.

Trainees need to know how their affiliate works. You as a leader in that affiliate, can tell them. You have an obvious opportunity to remind them that the entire process in which they now are involved takes people and organization. They have been recruited by people - in public relations, in orientation, in registration processes. They are being trained by people in the workshop. They will be matched, assigned, and then supervised in their teaching by people. People will be running the library, raising the funds, planning special events and in-service training.

Since trainees have a vested interest in the success of their affiliate just as soon as they become part of it, they need to know that there are opportunities for organizational jobs as well as tutoring. Building a reservoir of volunteers willing to do these additional tasks is a by-product of most good workshops.

V. THE BASIC JOB

A. Tools of the Trade

Workshop leaders have certain basic tools with which they must be totally familiar.

1. The workshop script
2. The Leaders Packet, included in the appendix of this handbook, as well as in the scripts for both workshops.
3. TUTOR, by Colvin and Root. (For Basic Reading tutor trainers)
4. READ by Colvin and Root. (For Basic Reading tutor trainers)
5. I SPEAK ENGLISH by Colvin and Root. (For ESL tutor trainers)

This handbook is intended merely to supplement these basic tools, not to repeat them. We will refer to these, but we have deliberately not copied portions to include here.

B. Workshop Leaders Team

The list of separate responsibilities connected with planning and presenting the workshop is formidable. Delegation of duties is therefore necessary. A workshop leader's team is an ideal arrangement, and most affiliates have found that a team of three persons can be most effective working together. Even so, the team needs a leader since there has to be one person with the ultimate responsibility of seeing that every single task is completed. This handbook is directed primarily toward that one person. You can sort out the tasks as presented in the section that follows, according to the workshop team that exists in your affiliate. The team LVA recommends:

1. The Workshop Leader

He is primarily a coordinator responsible for the overall job of planning, preparation, implementation, and follow-up. At the work-

shop sessions he acts as the m.c. - and provides the continuity between all segments, demonstrations, discussions, and practice. He delegates as many separate jobs as possible.

2. The Workshop Assistant Leader

He works closely with the leader through all phases mentioned above, giving all possible help and assuming complete responsibility for any specific job delegated to him by the coordinator. During the workshop sessions his primary role is that of demonstration leader, and also giving general assistance during practice sessions.

3. The Workshop Technician or Apprentice

He is assigned to operate the slide projector and tape recorder, and to be responsible for proper arrangement of the tables, chairs, etc. His real role, however, is that of apprentice workshop leader. He is involved in all planning and follow-up meetings of the workshop team since it is assumed that after serving in this role during one or two workshops, he will assume the role of assistant leader.

C. Tasks - Delegated and Assumed

No matter how the various tasks are handled, or to whom delegated, a list of chores-to-be-done exists. These are indicated in the appendix. You as workshop leader should use this as a checklist from which you will decide which tasks to do personally and which tasks to delegate to someone else.

Even delegated tasks are the ultimate responsibility of the workshop leader, however.

1. Tasks the leader may prefer to assume personally might include:

a. Ordering of materials

b. Researching: census figures, local agencies

c. Reviewing LVA's workshop schedule and rewriting it indicating precise times. (If the workshop is to be held in the evening, it helps to be able to see at a glance, for example, that Segment D is supposed to start at 8:10 and that an OTO (one-to-one) session should end at 9:30 p.m.).

d. Recruiting and assigning OTO leaders

e. Selecting library books for demonstration

f. Preparing teacher competency tests.

g. Preparing homework sheets, case histories, and instructions for trained teachers

2. Tasks the leader may prefer to delegate to another member of the team:

a. Physical set-up and arrangement of workshop room

b. Registration details. A registrar may be enlisted to handle all of this, including name tags, attendance lists, etc.

c. Check on tapes, slides, projector, and recorder to insure against technical problems

d. Arrangements for coffee breaks

e. Preparation of all teaching and workshop aids: OTO aids or table cards, wall charts and displays, and demonstration aids, such as flash cards

f. Preparation of all materials for trainees: paper, pencils, carbon paper, certificate cards, colored paper "rods."

D. Schedule of Events Before Workshop Begins

The many tasks involved can better be handled if they are scheduled. They will also seem less overwhelming if planned out in a systematic way, with the work beginning at least two months before the workshop. It is

assumed that the scheduling of the workshop itself will have been done by the affiliate's executive committee (or whatever title the affiliate gives its governing body) as part of its total planning of the affiliate year. It is also assumed that the workshop leaders will have been involved in such general planning meetings.

A suggested schedule to be followed by the workshop coordinator and assistants:

Weeks before Workshop	
8	1. Order all materials for kits. 2. Reserve a copy of workshop slides and tapes, if not already on year-round loan to affiliate. 3. Talk with student/tutor trainee recruiter concerning p.r. plans.
6	First planning meeting with workshop team: 1. Review workshop schedule. 2. Make decision on: number of demonstration students to be used; inviting a supplementary speaker; use of motivational aids; displays. 3. Assign each task (see IV. Tasks - Delegated and Assumed).
5	1. If demonstration students are to be used, make arrangements to invite them, including transportation plans. (Work

through the students' tutors on all of this planning.) If a supplementary speaker is to be invited, do this now.

2. Order supplementary materials available through state coordinators or LVA national office: teacher certificate cards, posters, OTO aids.
3. Arrange for any needed duplication of materials: case histories, exams, homework assignment sheets.

3

Second Planning Meeting

1. Review workshop content. If possible, include OTO leaders in this meeting to review techniques they will be helping to teach.
2. Check on progress of all assigned tasks.
3. Decide on method of conducting demonstrations.

2

1. Call or meet with supervisors to make plans for their participation in the last workshop sessions. (This is particularly advisable if students are assigned at that session.)
2. Check with matching committee to determine numbers of students available for assignment to trainees.

1

Work meeting with workshop team:

1. Assemble kits.
2. Check on completion of each assigned task.
3. Practice demonstrations.
4. Make final arrangements for transfer of all materials to workshop room on day of first session. (If materials must be moved after each session, arrange for this too.)

VI. THE BETTER JOB

Just doing the basic job as outlined in the last section may seem to be demanding enough. You will have ordered and packaged kit materials, scheduled and set up the physical arrangements, run through all the tapes and slides, shepherded the trainees through their practice sessions, and your feeling may well be - that's enough! Within limits, you're right. Leaders who follow the basic workshop carefully probably insure good training for the volunteers.

But it can be even better. Experienced workshop leaders have added a wide variety of extra touches that mean workshops that are more interesting, more alive, and far more motivating for the trainees. This section relies heavily on information and ideas supplied by these experienced leaders.

A. Continuity

The workshop needs some glue to hold it together, and for lack of a better word, we'll call it "continuity." By this we mean all those things you as leader say and do at the beginning and end of sessions, at coffee breaks, before and after each piece of tape, and before and after each OTO session. You are really the master of ceremonies, and how you handle these key opportunities for leader-input is critical to doing "the better job."

It would be foolish to provide you with a list of "things to say", because your own personality plus each special situation may dictate the specifics. Instead, we'll suggest just some of the things you might consider in each of the times available to you.

1. At the start of each session:

Session 1 is unique and provides the trainees' first orientation

to the course. Keep it friendly and welcoming, but make it clear that there is a tight schedule to follow. Most trainees are delighted to learn that this is a no-nonsense situation rather than a pleasant but vague waste of time.

You might give trainees an opportunity to introduce themselves, and you will surely want to introduce your own team of leaders and OTO helpers. This is a good time to let them know that your local affiliate is part of a sizable network of such community groups, and that trainees are joining a program that has earned stature in the field of adult basic education.

Take your time going over the materials in the kit. Let the trainees know the purpose of each book included. Remind them that the workshop text, either TUTOR or I SPEAK ENGLISH relieves them of the necessity of note-taking during the taped segments since everything is included in these books.

One affiliate reports that they begin each workshop with a 10-minute buzz session at each table. Trainees discuss such questions as: Why do people reach adulthood without learning to read? How does it affect their lives?

The ESL counterpart to this might well be an informal session discussing such questions as: What is it like to be unable to communicate in the language of the country? Trainees who have experienced this while living or traveling in other countries can provide good insight.

Leaders report that this session helps trainees to think seriously about the problem they are addressing, and also helps them to get acquainted with each other. Leaders then show them Segment A of the workshops, which answers some of the questions just raised in the buzz session.

At the beginning of the first session, and of every session it's helpful to give a preview of the day's schedule and content. Some leaders prefer to state this in terms of objectives, telling the trainees that by the end of the session, they will, for example, be able to teach a letter, apply all techniques to a lesson, or use the library. In an ESL workshop the objective might be to model sentences correctly or, identify and use substitution drill.

After the first session review is an essential part of the opening few minutes. This might be combined with a discussion of the homework which you have just collected. A trainee might be asked to write his homework experience story on the board and then teach it to another trainee. The Greek word cards might be used as flash cards for the group, with a quick review of the routine for teaching sight words. ESL trainees might be asked to identify cues and signals or list survival skills.

Questions, of course, should be welcomed. The trick is to allow time for them while still keeping on schedule, a balancing act good leaders manage. If a trainee's questions threaten to delay the day's schedule to a critical degree, it is better to suggest that you will answer him in more detail after the session.

2. Before each segment of the tape.

It is a reinforcement to give a very brief description of each segment before starting the cassette recorder. It might be an explanatory sentence such as this: "This segment will give you your first teaching tool. If you've had experience as an elementary school teacher, you'll recognize it immediately. Whether you have that background or not, you'll enjoy it and find it valuable." It might be a statement that carries a warning, such as this: "We'll be spending most of today's session on phonics. You may find some of this tedious, and

you may wonder why you are forced to go through such detail in learning sounds and how to teach them. Just bear with it. This tool is a critical one, and you must be able to help your students know how to use it. Amazingly enough, every workshop has a few trainees - perfectly literate and well educated, who find they have problems with the sounds of letters. Sound out loud and clear when the tape asks you to - it'll help keep you alert!"

An ESL workshop leader might suggest that the session will have many brief practice sessions, because it's important to learn each of the basic techniques thoroughly. Combining them will come later.

3. After each session of tape

Again, reinforcement is your aim. You may do this by a brief re-cap of the tape. Perhaps a better way is to ask one or two quick questions. After the tapes on each of the four approaches in basic reading, or the basic ESL techniques, you will be leading into demonstrations which we'll be discussing in the next session. If demonstrations are to be presented by trainees, be sure your instructions are very clear. They especially need to be reminded that you want them to demonstrate the technique as given, rather than to make adaptations or changes that occur to them.

4. Before OTO sessions.

The key thing here is to give clear instructions. "Practice phonics" isn't clear. "Teach your partner one of the letters which I've written on the board. Then switch roles so that your partner can be the tutor. Follow the routine printed on the cards on your table" tells the trainee precisely what he is to do.

5. After OTO session.

You as leader will have been circulating among the trainees, listening to them, perhaps making suggestions, hearing questions and noticing situations.

After the session the whole group should share in the things you've noticed. You might say - "Mrs. B raised an interesting question. Would you tell the group what is was?" Or- "I noticed just one common error made by several of you in teaching a letter. Can anyone guess what it was?" Give time for questions which others may choose to raise at this time. This can be one of the most valuable times in your whole workshop.

6. <u>During coffee breaks</u>.

Remember, a break is supposed to be just that, so don't elect to lecture while trainees are trying to stretch their legs and unwind a little. But do be available for individual or small-group questions. Many trainees prefer to talk with the leaders quietly, rather than raise questions in front of the group. OTO leaders should also be busy during the break, both to answer questions and to chat informally about their own teaching experiences. They may have to be restrained from doing this during OTO sessions but at coffee break these first-person stories are very appropriate.

7. <u>At the end of sessions</u>.

Recap and review is obvious. If you have stated objectives at the start of the session, then this is the time to ask yourself and the trainees if these objectives have been met. If they have not, then you'll need to determine why and decide how to remedy the situation. Five minutes overtime may do it, or you may need to decide to start next day's session with a review of the problem area.

Homework assignments should be explained, so that if there is any confusion, questions may be asked before trainees leave. It's best to have assignments mimeographed for distribution rather than to give them orally.

Trainees need to leave a session feeling good about themselves, so this is the time to tell them they've done well, that they are making measurable progress,

and that next session they'll be even farther along the road to becoming competent tutors.

B. Demonstrations

Demonstrations in LVA's Workshops are live replays of the teaching techniques described on the taped segments. Their primary purpose is reinforcement - to say it again to the trainee. You as leader should:

1. Stick to the format in reviewing LVA's teaching techniques. You might remind the trainees that they will probably vary the routine in different situations as they become more experienced. But before they take off on clouds of creativity, it is essential that they know the stated teaching routine first, that they can go through the steps listed in the workshop script absolutely by the book. Distribute stand-up cards, as suggested in both Leaders Packets in the Appendix before starting each demonstration. Trainees can follow along to see that the steps are being followed and can then refer to the cards during their own OTO sessions.
2. Vary the method of presenting the demonstration. If you and your assistant leader have presented the demonstration of the Experience Story approach, you might then work with one volunteer trainee to demonstrate Sight Words. Perhaps two trainees could present a demonstration of teaching a letter after part A. of the Phonics segment. Then a trainee at each table, working with an OTO leader, could demonstrate teaching a blend. Phonics in pattern might be demonstrated by a trainee teaching you, the leader, in front of the group with all trainees ready to offer friendly criticism.

In ESL workshops, demonstrations may often involve the whole group,

as in cues and signals on basic techniques. But don't rely entirely on group response. Lazy trainees can ride along on the responses of others, so its important to have some of the demonstrations single out individual trainees to respond. Use the old teacher technique of asking the questions first and then indicating which trainee is to answer. Everyone is alert, and searching for the answer then, since no one knows who the victim is to be. In short, don't allow each demonstration to be predictable. Surprise your trainees!

3. Now for some suggestions for each demonstration. Of course you will read the suggested demonstrations in the script, but don't become addicted to these. They are suggestions only, and to follow them word for word will serve to deaden the exercise. First, Basic Reading demonstrations:

   a. The Experience Story

   Since this is the first demonstration in the workshop, we recommend that you or your assistant take the lead in this. Trainees need to see just what a demonstration is, and at this stage of the workshop they are not truly relaxed. It's only after the first OTO session that you can feel that general sigh of relief as trainees begin to really enjoy themselves and lose most of their apprehensions.

   You might prepare a story in advance, pre-planning certain words, certain repeated initial consonants, perhaps some slang or incorrect grammar, to illustrate a number of points mentioned in the script. If you are working with your assistant, this story can be dictated by him as you write on the chalkboard or on newsprint. If you elect to call a trainee up to act as your student, you might prefer to have the story already written on the board and say, "We are assuming you have already given me this story, and now we'll proceed

according to the teaching routine." In this case you can have the the word cards prepared, with masking tape already applied so that during the demonstration the trainee can simply stick the cards under the appropriate words when asked to do so.

The most realistic demonstration, but also the most risky, is to call on a trainee, elicit a story from him, and then proceed to teach. Some trainees are quick enough to concoct problems for you, or to take the part of a difficult student. They do enjoy seeing the leader aquirm! Keep your cool in this case, and laugh along with the group. It's a good opportunity to point out the obvious -- in real teaching, the pattern is often broken, and students often do the unexpected.

Some workshop leaders keep the Experience Story used in this demonstration posted throughout the other sessions. As each new technique is taught, the leader can go back to the story and show how it can be applied to the original story. It's an excellent way to help the trainees "put it all together", so that by the time they are viewing the segment Applying All Techniques, they can plainly see how this is done.

b. Sight Words

We strongly urge the use of Greek words to demonstrate this technique. We've seen it used in many workshops, and it never fails to have the desired impact on the trainees. They truly feel for the illiterate after struggling to learn the unfamiliar symbols that make up the Greek words. It's best to call for a volunteer to assist you in this demonstration. Be sure that the cards you use are large enough for all trainees to see, and also be sure that you show them to the group, as well as to the volunteer assisting you. Some workshop leaders ask these questions after the demonstration:

How many of you were glad that you hadn't volunteered to be the student in this demonstration?

Why?

Was it easier for you to learn the longest or shortest Greek words?

How many Greek words could you comfortably learn in one lesson?

Were you able to learn the Greek words by sight without knowing the Greek alphabet?

Do you have some idea of how an illiterate person feels when confronted with a series of words to be learned?

Packets of small cards with the Greek words, plus two or three English sight words, should be prepared in advance for the trainees' use in OTO sessions.

C. Phonics

This is a deceptively simple technique to demonstrate since there seem to be just a few steps to follow. Trainees need to be reminded frequently, however, to stick closely to those few steps. If you elect to have two trainees demonstrate teaching a letter, ask the rest of the group to be ready to critique the demonstration, using the OTO cards as guides. Most common errors that will be noted: the tutor may write the list of words under the letter, forgetting that he is asking the student to just listen; the tutor may give the student the sound, forgetting that he should encourage the student to discover and produce the sound himself; the tutor may forget to review the three things the student should know - the name of the letter, the sound of the letter, and the key word.

d. Phonics in Pattern

Trainees usually enjoy this technique and catch on quickly to its value. You might prefer to choose one trainee at each table to demonstrate this approach, teaching the OTO leader. The trainees at the table could critique his performance before proceeding to practice the technique themselves.

One affiliate suggests using a humorous skit of wrong approaches. After teaching trainees all the ways to present a technique, the leaders present a skit full of errors and ask the trainees to keep score. The discussion which follows is most productive.

Second, ESL demonstrations:

a. Listening Comprehension and Cues and Signals

Demonstrations for listening comprehension and cues and signals are best presented by the leader requesting total group response. When reviewing them at the start of subsequent sessions, trainees may be asked to repeat the same demonstration again asking for group response.

b. Modeling

Modeling demonstrations should allow as many trainees to respond as possible. The leader may ask several trainees to demonstrate common errors in modeling and invite the others to identify each error as demonstrated.

c. Visual Aids

The demonstration following the segment on visual aids may be done at individual tables, with OTO leaders demonstrating action sentences before the trainees try doing the same. The results of the activity involving stick-figure lessons are often amusing, and sharing at least one picture from each table is helpful as well as fun.

d. Survival Skills

The demonstration for survival skills should really be a presentation of a kit of materials. It's important to have physical objects to show, rather than merely to list the items indicated in the leader's packet in the appendix. Expand on this list, from your own experience of helping your student to cope with daily situations.

e. Basic Techniques

The five techniques or drills that are presented in this segment are at once simple and confusing. Workshop leaders should resist the temptation to skip OTO sessions for any one of them. Showing two or three of the techniques and then stopping to demonstrate can lead to much confusion. Do them one at a time, perhaps with different persons acting as leader for each. Don't be afraid to call on a trainee to demonstrate a technique, such as response drill. If he makes an error, it gives you an opportunity to lead the group to the correct process, and this is in itself a reinforcement.

f. Language Skills

Rather than a role playing demonstration, the leader may prefer to review the segment through questions and discussion. There are several key processes which trainees need to know. First - how to teach vocabulary. Review the ways suggested on the tape, encouraging trainees to add their own ideas. Second - how to use minimal pairs. This is sometimes a confusing concept, so prepare several examples, and allow time for discussion before trainees practice. Third - how to check comprehension. Encourage trainees to add their own suggestions to those given on the tape.

g. Verb Tenses

The leader may enjoy giving the trainees two or three minutes to prepare a demonstration on present and past progressive tense. Suggest they use props and action to teach their student. With any luck at all, the results may be rather chaotic, but effective. One or two trainees may then be asked to present their demonstration to the entire group.

C. Wall Displays

When a trainee comes to the first session of the workshop and is greeted by a room with bare walls, or perhaps even worse is greeted by signs that indicate the room's usual tenants ("Attendance record, South Podunk's Women's Club"; "St. Matthew's Church Boys' Fellowship") he may rightly feel that no one has prepared for him. First impressions are important, and a good leader puts some thought and effort into some visual aids posted around the room. Changing these several times during the workshop is an added boost.

We've listed here some suggestions gleaned from affiliate reports. But don't stop here - use your own initiative! You might try:

1. The "TTW in a Nutshell" chart, taken from TUTOR.
2. A chart for each day's session, outlining the day's objectives.
3. Affiliate structure chart.
4. Phonics chart, giving the sound and a key word for each letter.
5. Greek words for "welcome", "no smoking", "Ladies", "Men", etc. In ESL workshops, use languages represented by your primary student populations.
6. Charts showing local literacy or ESL figures.
7. Several sample experience stories with word cards, phonics in pat-

tern lists, etc. posted alongside.

8. A montage of examples of students' projects, stories, etc.
9. News stories of local LV activities.
10. Student-teacher pictures from the local affiliate (be sure you have written releases from both before displaying.)
11. Summary of each teaching technique.
12. "Life-style" pictures, to show trainees where and how some of their students live.
13. ESL Communications Chart (P. 5 I SPEAK ENGLISH)

In all your display efforts, use the talents of someone in your affiliate who is creative and who will use different media - felt boards, montages, collages, stick-figure drawings, posters, etc. Your training room's appearance does matter.

D. Library Demonstration

The workshop schedule sets a time for you to show trainees the library which will be available to them as a resource for their tutoring. Some leaders indicate a table strewn with the affiliate's collection of books and say, "Here are the books. Please look them over," and are rewarded by seeing the trainees half-heartedly thumbing through them, but indicating no real interest. The better leader has the books arranged by categories that correspond to LVA's Bibliography. He then discusses them, mentioning a good number by name, indicating their value with a particular kind of student. Sometime during the presentation the leader mentions that trainees will be actively using the books to complete their assignment on case histories, the final session of the workshop. Trainees are bound to be more attentive when they realize that they must know how to actually use the books before the workshop is over.

As leader, be sure you explain your affiliate's library procedure. You may

prefer to have your librarian handle this whole session, and then she will, of course, outline the procedures for borrowing books and explain the library's location and hours.

The importance of the library will be highlighted if you refer to specific books from time to time during the entire workshop, recommending books appropriate to help with special teaching problems, or to meet special interests of the student.

The library display should be available throughout the workshop so trainees may browse through it during coffee breaks or before and after sessions. You might better allow your carefully arranged display to be totally disorganized rather than to have the books be ignored.

We hope that your affiliate has a good library. If not, you as workshop leader have an obligation to urge the affiliate leaders to acquire one.

E. Motivational Displays and Methods

1. For students

Some of LVA's most creative workshop leaders started the whole idea of motivational displays at the workshop sessions. The LVA Bibliography carries a list of suggested items for display on a table at the workshop, and affiliate leaders have added many other ideas. The purpose of the display is to show trainees that almost anything can become a teaching tool, and that since they will have the luxury of concentrating all of their efforts on just one student, they can use anything they wish, tailoring it to that one student.

If you decide to have such a display, have a big one. Quantity is important. Also important is authenticity. Show items actually

used by tutors in your affiliate and refer to the ways in which they were used to help and interest the students.

2. For trainees

Of equal concern to workshop leaders is the motivation of the trainees. In one sense, you can correctly assume that they are motivated in the first place or they never would have come to the first session. This is true, but you'd better not assume that this high level of interest will automatically be maintained. Trainees may become bored or discouraged and even regret their initial enthusiasm in getting involved. One of your most sensitive responsibilities as a leader is to be aware of these moods of trainees and to deal with them in a positive way.

Some things affiliate leaders report doing to help motivate and insure the high interest of their trainees:

a. LVA's promotional slide talk. This may be introduced at the start of the workshop or at any time it seems appropriate. It includes some material that is repeated in Segment A of the workshop, so many leaders prefer to use it late in the workshop, explaining that it is a P.R. tool used by LVA. Trainees' comments on its value as such a tool are then invited.

b. Experienced tutors tell of experiences. These may be OTO leaders chatting at coffee breaks, as we've suggested earlier, or one or two tutors chosen to speak to the whole group. Your own experiences will surely be mentioned many times during the workshop. Trainees are always very much interested

in these accounts since it helps them see students in real human terms.

c. Use of demonstration students. This will be discussed in the next section, but it should be included here while we are listing motivational aids for trainees.

d. Assigning of students at either the 4th or 5th sessions. If this is possible to do, we strongly recommend it. Trainees will never be more ready and anxious to know who their prospective students are to be than they are at this point. It also makes it possible for you to emphasize your own supervisory system, and the requirement that tutors complete the READ test as soon as possible, reporting the results to the proper person in the affiliate.

e. All of the "continuity" we mentioned previously can be motivating material for trainees. What you say and do as reinforcement throughout the whole workshop helps the trainees gain the needed confidence and will strengthen their determination to become good tutors.

f. Wall displays that are changed for each session. One very special kind of wall display is reported by one affiliate. They use the "Dot and Meg Series"[1] at the beginning of each workshop with great success. This is a series of ten pictures which tell a very simple story. Captions are in symbols such as circles, triangles, and lines rather than letters. The experience is extremely frustrating for the workshop trainee, and they react strongly at first. Leaders, of course, then point out the similar frustration and even anger experienced by basic reading students as they try to decipher and memorize symbols.

[1] Dr. Paul McKee, How Difficult is Learning to Read? excerpt from Primer for Parents, Houghton-Mifflin

F. Demonstration Students

There have always been two schools of thought regarding the use demonstration students at a workshop session. Most affiliates feel that this is an extremely valuable thing to do and report their trainees always react favorably to the session. A smaller number feel that there is too great a risk of exploitation of the student and therefore prefer not to use them at all. If you as leader agree with this latter view, it may be wiser for you to substitute another means for giving your trainees practice in applying all techniques.

Before you make that decision, however, please consider the advantages of including demonstration students. Trainees try out their new-found skills in as realistic a situation as possible, but of more importance is the simple fact of meeting real students. They cease to be an abstraction and become people, and this is a critical change of viewpoint.

The concern for avoiding any kind of exploitation of the student is a valid one. You as leader should:

1. Always work through the student's own tutor. Ask him or her if the student would enjoy serving at a workshop session. Discuss the student's personality. Is he shy or easily embarrassed? If the tutor has any reservations at all about using the student, don't pursue it. The student's feelings and well-being are to be given top consideration at all time.
2. Realize that a student may agree to serve because he feels he must. We have had professionals in ABE warn us of this fact, stressing that a basic student may not realize that he

has an option, and may also feel that he must agree as a sort of"payment" for his lessons. So, even though he and his tutor say "yes", you should also talk to the student, assuring him that it's strictly up to him and that he does have a choice.

3. Prepare trainees in advance for the students, stressing their status as guests. Trainees usually try their utmost to be kind and considerate, so your warnings may need to be very mild, emphasizing only that they avoid patronizing the guests.
4. Introduce each student with a positive statement, either about his work or his progress as an LV student. Express everyone's gratitude to him for giving time to help in the training of new LV tutors.
5. Try to have one demonstration per OTO table. It's better to confront each student with a very small group of observers.
6. Consider having one or two of the students read for the entire group if you have some who are particularly out-going. A number of affiliates report doing this with good success.
7. Also consider having a tutor give a demonstration with his own student. They may even have planned this in advance. Some students feel much more comfortable working with their own teacher and although it deprives the trainees of the direct practice, it is still an effective exercise.
8. Plan the session with demonstration students to immediately precede a coffee break. Trainees can then chat informally with the students -- usually a most enjoyable time for everyone.

G. Supplementary Speaker

Your workshop schedule will almost surely permit time for you to call in someone to speak on a related topic, as a supplement to the whole work-

shop. We've already mentioned using your own OTO leaders as informal speakers, usually telling about their own experiences with their students. We've mentioned using the demonstration students as speakers, and these are extremely valuable too.

But there are many possible guest speakers you might consider to add an extra dimension to the workshop and perhaps to answer a specific need in your community. Some suggestions, from a list suggested by affiliates, follow:

1. A representative from the local school system, especially one knowledgable about the reading department.
2. A representative from Adult Basic Education, either local or area.
3. A specialist in learning disabilities.
4. A specialist or consultant in the field of reading.
5. A remedial reading teacher from a local junior or senior high school.
6. A social agency representative well versed in the psychological and sociological problems of underpriviledged families.
7. Representatives from a local community action group or "poverty program."
8. A representative from the local public library.
9. Someone well-versed in all local community resources, able to describe referral agencies of possible service to LV students.
10. A representative from corrections or any other potential sub-program in which the trainees might become involved.
11. Your own state coordinator, to give the state-wide LVA picture.
12. In ESL workshops: representatives from the Immigration or Naturalization Service, or from a local agency concerned with the non-English speakers of the community: a former ESL student, able to describe

the problems encountered first as a non-English speaker, and then as a student.

In a separate category, and perhaps best planned as a second guest, might be a representative from the affiliate. Certainly the chairman of the affiliate should be present for at least one session, be introduced and have an opportunity to tell a little about your own organization. Matching committee representatives should also be introduced to describe the routine that will be used in assigning tutors to students. If possible, supervisors should also visit at least the last session so that tutors can meet the persons to whom they will relate directly.

Your responsibilities as leader include first, deciding which supplementary speakers to include; second, discussing with the speakers just what is to be covered (speakers outside the LV program need to be clued in thoroughly concerning our work and the LV training); third, showing appreciation to speakers not only in thank-you notes, but also by including them in any publicity received by your affiliate's workshop.

H. Certificates

LVA provides teachers certificate cards for leaders to award at the conclusion of the workshop. These are important, and you will need to decide how to present them. Many leaders do it as a sort of graduation ceremony at the last session, with mutual applause provided by the trainees. If you choose to do this, be sure that you have reviewed their quiz papers and returned them before the session. A certificate that congratulates them for having "satisfactorily completed" the workshop won't have much credibilibility otherwise. It's

a nice touch to have a special guest present the certificates, incidentally. The local superintendent of schools is a good choice.

Some leaders prefer to mail the certificates later, making the point that the quiz papers will be evaluated first, and trainees will then be told if they qualify as LVA tutors. It is suggested that ESL leaders present the certificates at the fifth session, held several weeks after the four required sessions. This also gives the leader time to review the quiz papers.

However done, presentation of certificates calls for some flair. A little ceremony never hurts, and is another way for you to show appreciation of the new volunteers.

I. Follow-up

It would be wonderful if your responsibility ended with the handing out of teachers' certificate cards, but for a good leader, this isn't quite so. You will find you feel a very real involvement with the trainees, anyway, so overseeing their final assignment to students will matter very much to you.

If possible, have informal discussions with your helpers and OTO aids after each session of the workshop. Some groups suggest keeping a running record, evaluating a number of factors that indicate trainees' progress. Samples of such records are included in the Appendix. This chart may include an evaluation of homework as well as class performance and evidence of attitudes and personality. All of this is important to the matching committee, and your comments to them should be considered very seriously.

Thank-you letters are mentioned elsewhere, but they deserve special emphasis. Thank everybody - your own assistants, the guest speakers, OTO aides, demonstration students, coffee servers, janitor. You may want to delegate

this responsibility to someone else, but however handled, be sure that it is done. Your thoughtfulness in this matter can pay dividends.

A most important part of your follow-up procedure is your own evaluation of the workshop. This deserves special mention and is discussed in Section IX of this handbook.

VII. THE SPECIAL JOB

Some workshops have unique features that require the leader to treat them in a special way. The most common categories for these are contract workshops and workshops given within some institutional framework.

A. Contract Workshops

In the Policies and Procedures Handbook, there are guidelines for contract workshops which outline suggested procedures for planning and drawing up the contract, for listing the areas of responsibility for both the contracting group and for the affiliate, and for setting appropriate fees. You as workshop leader may have been involved in this transaction, but your primary responsibility once again is in the actual presentation of the Basic Reading Tutor Training Workshop or the ESL Tutor Training Workshop. The fact that it is being given for a fee does not make it more important, but you will almost surely feel an added sense of responsibility to do the best job possible.

Some general rules or suggestions:

1. Don't apologize for the workshop! You may be training professional teachers and feel that you should take a humble we-really-don't-know-much attitude. You don't need to do so. LVA's workshops have stood up under very tough scrutiny and have already been given to a number of groups of professional educators. The reception has always been excellent. The product is exceptionally good, so just relax and be proud of it.
2. Be sure that the contractor has a good idea of just what the

workshop training is. If the affiliate leaders who drew up the contract have not done this, then you should suggest meeting with representatives of the contracting group to give them a brief overview of the training. This is needed so you can then prepare a schedule geared to their needs.

3. Draw up a schedule to fit their time allowance and omit those parts of the workshop which concern affiliate organizational details. You may find that you will be omitting the READ test if the contractor does not want this. You should at least give a description of the test, however. Some groups decide later that they want to use the test, ordering the books from the publisher. You will probably omit the use of demonstration students, substituting role-playing situations. A representative of the contracting group may need time on the schedule for procedural or other matters, and this must be planned for.
4. Think through your own introductory remarks carefully. This is important in setting the tone of the workshop and in gaining the trust of the trainees. What you say will be tailored to that particular group, of course, but in general you should explain that this workshop was written for volunteer tutors of basic reading or English as a Second Language, that it is deliberately simple in terminology, avoiding educational jargon, and that it has proved to be successful. It has already undergone several major revisions and LVA intends to continue updating and improving it. If the people you are training are professional educators, it may be politically wise to acknowledge their superiority by

saying you realize that much of the workshop will be very simple and obvious for them, but that they will surely understand why volunteers need such thorough training. You will probably be rewarded at the end of the training day by some very complimentary comments, as well as some admissions that the training wasn't all obvious to them. They will have learned a lot too!

5. Don't drag out OTO sessions for an alert professional group, especially if they are not going to be using the training in one-to-one tutoring situations. Move along as quickly as possible, without sacrificing thoroughness.

B. Workshops in Institutions

The most common examples of these are those given to teenagers in schools and those given to inmates in correctional facilities. The trainees in these cases are to be LV tutors and will do their tutoring on a one-to-one basis.

Again, guidelines for such programs will be found in the Policies and Procedures Handbook, and we're assuming that your duties for the most part will be centered in the training sessions themselves. The main areas for you to concern yourself with are:

1. Schedule. Consult with the administration of the institution for the time you will have per session and the number of sessions allowed. If all testing is to be done by someone in the administration of the school or correctional facility, then

obviously only a brief time need be spent on the READ test. You may not be able to use demonstration students. You may not need to give much detail concerning the affiliate and affiliate jobs. Draw up the schedule to include all the essentials, but don't waste the trainees' time with things that simply don't apply to them.

2. Your introduction. Again, it's essential that you say the right thing at the beginning. For trainees in a correctional facility, it's wise to remind them that the workshop was written for volunteers on the outside, and ask for their tolerance and understanding when the script suggests activities that are clearly not going to be possible for them, such as "take your student for a drive, pointing out road signs." Teenage trainees also need to be reminded that some of the suggestions won't apply to them either. A sense of humor by all concerned is a great help!

VIII. DEALING WITH SITUATIONS

Things should go smoothly and there should be no problem at all when presenting a workshop as well structured as LVA's. This would be true, we're sure, except for the fact that the trainees are people. Inevitably, therefore, there will be some people problems, and you as leader will have to cope. Predicting all potential problems is hardly possible, so our advice has to be general.

There is really only one rule to remember, and it will help you gain perspective on almost any personality problem in your workshop. The rule is this: The welfare of the student comes first. If you have any indication that you would be endangering that welfare by assigning a tutor to a student, just don't do it.

Of course, you will be concerned about the trainees, too, and if possible, suggest alternate jobs in the affiliate to anyone who seems unsuited to tutoring. Many leaders report that trainees in this category usually phase themselves out, realizing that tutoring simply isn't for them, thus sparing the leader the embarrassment of telling them so. Once in a while, however, you may have someone who has to hear it the hard way.

If the problem is not that of personality but rather a judgment on the trainee's grasp of the workshop techniques, then the leaders should decide if a make-up session is practical. If it is not, then you may need to suggest that the trainee repeat the entire workshop the next time it is given. It is not uncommon for this to happen, and a trainee willing to put this much extra effort into preparation for tutoring may very well prove to be a very special tutor.

Entirely different "people problems" may present themselves during workshop sessions. You may be faced with a trainee who (1) argues with every

technique presented, or (2) dominates OTO sessions or any open discussions. Usually you will be able to manage this by good humor and the cooperation of your OTO helpers. The other trainees will automatically be on your side. If the situation really seems to be getting out of hand, don't risk scuttling a whole workshop. Ask the problem-trainee to meet with you after the session, and then be frank in your comment. In this case your concern is for the other trainees and for your own responsibility to train them well. You may lose a volunteer this way, but often a firm approach will save both the situation and the trainee himself.

Other problems are less obvious and are those intangibles that a good leader senses rather than actually defines. You will need to be receptive and aware of moods in the group as a whole. LVA's workshop is very structured training, and there is danger in becoming so involved in working within the structure that you become inflexible.

For example, if an OTO session has turned into a chat, either your instructions weren't clear, or more probably, the trainees have practiced enough. If your schedule allows for ten or more minutes of practice, forget it. You never need to worry about too much time, and what you save in this instance may be a real help to you during the review time at the end of the session.

Keep your sense of humor polished and use it for tense or tired moments. If you can maintain your poise, positive attitude, and friendliness during all sessions, you'll be a beyond-the-call-of-duty leader.

IX. EVALUATING THE JOB

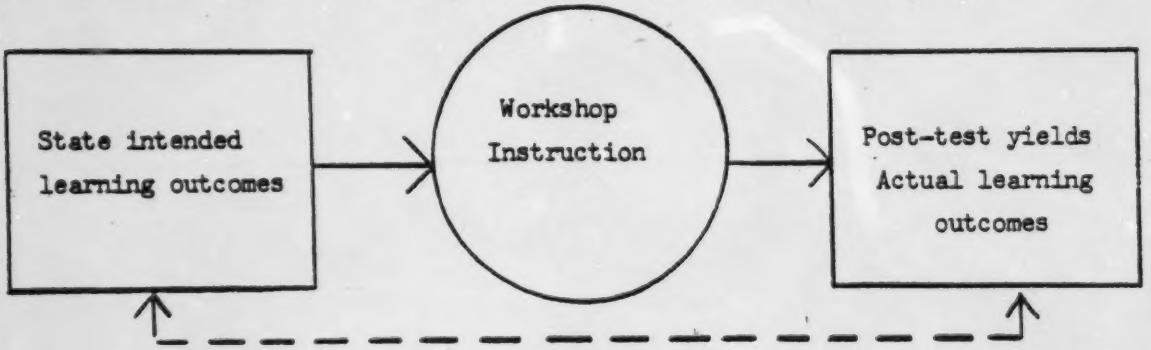
When the workshop is over, you as leader can best evaluate its success within the framework of the goal stated. Are the trainees now ready to be confident and competent tutors of adults? The question is a big one and certainly not easy to measure, but there is an answer.

Since we are involved in a training session, it is not difficult to be very specific about what we intend the trainees to be able to do upon completion of the workshop. These "intended learning outcomes" can be specified, written down, and distributed to the trainees before each segment of the workshop. With these intended learning outcomes (objectives) in hand, the trainees will be able to see specifically what you expect them to be able to do after the training session. That alone is helpful to guide them through the workshop, but that alone is not enough. You, as leader, can explain that these intended learning outcomes will be used as test questions at the end of the workshop.

Since the basic reading workshop contains approximately 100 objectives, and the ESL has sixty-two, it would not seem feasible to ask trainees to sit through two hours of testing covering each objective. Therefore, tests have been prepared based on a selection of the most crucial objectives stated in each workshop. The tests can be used in conjunction with the materials distributed during the workshop. Trainees should be encouraged to use resource material available to them. We are not asking trainees to memorize facts and procedures; we are asking them to be familiar with resources where information can be obtained. Because the test is objective-based and is an open book test, it can be used with almost any level trainee, be he/she professional, paraprofessional, or volunteer, and regardless of whether the

workshop is offered in cooperation with a college or university as a college credit bearing course. (See Appendix) We are not trying to trick our trainees with surprise questions on a test. We will distribute objectives and ask the trainees to study them. They will be able to prepare themselves for the test because they know specifically what you expect them to be able to do. You have set forth criteria upon which to measure success, and more important, you have made the criteria available to the trainees.

Let us explain testing by objective in a slightly different manner. You begin by listing the intended learning outcomes - quite simply, what you hope to teach the trainees. Next you give the workshop instruction. Finally you test, using your intended learning outcomes as test questions. The responses you receive are the actual learning outcomes of the participants. A comparison of what was intended and what the actual learning outcome was will give you the evaluation of your workshop and effectiveness of the training.



Remember, the purpose of evaluating your own performance and that of your assistants is not to give you a grade. It is simply to help you sort out the pieces so that the next time the job will run even more smoothly and more successfully. When you evaluate your trainees, you are, in effect, evaluating your own effectiveness. We cannot stress the importance of evaluation enough; evaluation leads to refinement and perfections - without it comes stagnation.

Of all the jobs in LVA's affiliate organizations, none is more demanding or important that yours. It is also one with great satisfactions, and we wish for you much success in working toward the big satisfaction of helping achieve LVA's major purposes, giving basic reading or conversational English skills to adults and teenagers who are deprived of them.

APPENDICES

Appendix A - Basic Reading Workshop Leaders Packet

Appendix B - English as a Second Language Workshop Leaders Packet

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

WORKSHOP LEADERS PACKET

By

Ruth J. Colvin

April 1977

LITERACY VOLUNTEERS OF AMERICA, INC.

BASIC READING TUTOR TRAINING WORKSHOP (BRW) LEADERS PACKET

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Segment	Segment Name	Time	Slides	Pages
A	Introduction	11 min.	A1-A34	A1-A8
B	Language Experience (Experience Story)	35 min.	B1-B77	B1-B25
C	Sight Words	12 min.	C1-C33	C1-C9
D	Phonics (Consonants)	25 min.	D1-D61	D1-D28
E	Word Patterns	20 min.	E1-E92	E1-E23
F	READ Test	120 min.	no slides	
G	Applying All Techniques	18 min.	G1-G52	G1-G14
H-1	Sam	7 min.	H1-1-H1-14	H1-1-H1-5
I	Lesson Plans and Goals	20 min.	I1-I66	I1-I15
J	Student Motivation & Reinforcement	20 min.	J1-J80	J1-J15

LITERACY VOLUNTEERS OF AMERICA, INC.

Instructions for Leaders of the Basic Reading Tutor Training Workshop (BRW)

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General Instructions

1. Segments A through G are the basic segments of the Basic Reading Workshop on slides and tapes. Leaders may alter the order in which they are presented, but all of these are considered essential elements of the Literacy Volunteers of America, Inc. Basic Reading Tutor Training Workshop, and must be used. Leaders may elect to cover the information included in other areas (library, human interest stories, local problems of illiteracy, etc.) in various ways. Segments H through K are recommended for in-service training.

   It is recommended that the workshop be given during 6 sessions. Therefore, arbitrary divisions by sessions have been made. Workshop leaders may want to alter these divisions and times to fit local situations, but Literacy Volunteers of America, Inc. recommends that no session exceed 3½ hours and that the first five sessions of the BRW extend over at least a two-week period, with the sixth session one to two months later.

2. Plan place and dates of workshop. Create the physical set-up of the workshop for the comfort of the trainees and the convenience of the leaders. Make sure the room can be darkened for the slide presentations.

3. Enlist volunteer assistance: (a) workshop co-leaders, (b) One to one (OTO) leaders, (c) technician to run slide projector and cassette tape recorder, (d) help for coffee breaks. (Suggestion: You may want to ask a sponsoring group, or a civic or religious group to be responsible for coffee breaks - an excellent public relations opportunity.)

4. Preview schedule for Basic Reading Tutor Training Workshop.
   Preview the cassette slides and tapes. A complete run-through is recommended for all leaders, including the technician, present. This serves as a review and a safeguard against technical problems.

5. Following each segment, there can be a demonstration, a review, or comments on the material presented, by the leader. (See p. 4a)

6. OTO Planning:

   a. Assign OTO leaders to designated sessions.

   b. Mail the OTO leaders their instructions in advance. Include the workshop schedule and notes on the specific OTO sessions. (See p. 5a)

   c. OTO AID cards are recommended for each table. These are cards for quick reference, stating step-by-step procedures of techniques to be practiced. (See p. 5c) Use TUTOR as a guide.

d. Rotate either trainees or OTO leaders, or both, so that the trainees have a variety of OTO leaders as instructors.

7. Order material for trainees' kits well in advance. (See p. 6a) The recommended number of trainees in a workshop is twenty.

8. Review the BRW (Basic Reading Workshop) Competency Quiz. (See p. 13a) Leaders should familiarize themselves with the objectives of each segment of the workshop, and review them at the end of each session.

9. Have census figures on illiteracy in your area.

10. Check list of materials to have on hand, arranging for their delivery to the workshop room.

    a. Registrar's materials: attendance sheets, fee record, name tags, pencil, paper.

    b. Trainee's kits

    c. Library selection. (See Bibliography, LVA, Inc. Syracuse, N.Y. and page 10-3 of this packet.)

    d. Motivational materials display, if possible. (See

    e. Materials for OTO sessions and demonstrations: paper, pencils, onion-skin sheets or plastic sheets for READ, carbon paper for experience story, quartered 3 x 5 cards.

    f. Wall Chart - BRW Overview. (See p. 2a)

    g. AID Cards for OTO sessions.

    h. OTO Leaders trainee Instruction and Evaluation sheets.

    i. Homework. (See p. 8a)

    j. Certificate cards. (Order from LVA, Syracuse, N.Y.)

    k. Slide projector, slides (extra bulb for safeguard), cassette tape recorder, and tapes.

    l. Coffee and supplies for coffee breaks.

    m. Case Histories. (See pp. 12a)

    n. Tutor Competency Quiz. (See p. 13a)

11. It is suggested that basic reading students who have been in the LV program be invited as demonstration students and guests. It is important for the trainees to become acquainted with the various types of students they will be working with, in order to give them confidence and enthusiasm as they are about to meet their own students. It is suggested that the students come with their tutors, and be introduced and treated as guests. If these students would tell about their background or their experiences as new

readers, this would be most interesting to the trainees. Possibly the students would go to individual OTO tables and let the trainees practice the techniques they have just learned with them.

12. Assign basic reading students to tutors. Include information about the student, the tutor's advisor/supervisor, and local procedural instructions. There are alternate ways to assign students to tutors:

    a. Make assignments at the end of the 5th session. If this is done, we suggest that those who are not assigned students at this time be notified individually before the 5th session, or a general announcement should be made explaining the problems of matching students and tutors.

    b. Make assignments individually by phone or letter after the 5th session.

LITERACY VOLUNTEERS OF AMERICA, INC.

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

OVERVIEW

1. INTRODUCTION

   Problems of the functional illiterate
   Purpose of LVA
   Preview of the workshop

2. FOUR TECHNIQUES IN TEACHING READING

   Language Experience (Experience Story)
   Sight Words
   Phonics (Consonants)
   Word Patterns

3. APPLYING ALL TECHNIQUES

4. HOW AND WHEN TO TEST A STUDENT

5. HUMAN INTEREST STORY

6. STUDENT MOTIVATION AND REINFORCEMENT

7. LESSON PLANS AND GOALS

8. APPLICATION OF TECHNIQUES LEARNED TO STUDENT CASE HISTORIES

9. BASIC READING LIBRARY AND MOTIVATIONAL MATERIAL

LITERACY VOLUNTEERS OF AMERICA, INC.

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

Suggested Schedule

(Six 3½ hour sessions)

SESSION I

TIME		
30 min.	1.	a. Registration. Distribute Trainee's kits and name tags, collect fees, distribute condensed workshop schedules, to trainees. Instructions to OTO leaders ideally will have been mailed in advance. If not, distribute them at this time.
		b. Introduce leaders and participants.
		c. Tell history and purpose of Literacy Volunteers of America, Inc., and local LV program (including the ESL program, if appropriate). Give illiteracy statistics for the area.
5 min.	2.	Brief overview of the BRW. (See Give an explanation of the format to be followed: slide-tape instruction, demonstration, practice.
5 min.	3.	Review of trainees' kits.
11 min.	4.	*Introduction - Segment A
45 min.	5.	*Experience Story - Segment B
10 min.	6.	Demonstration #1 of Experience Story. Two leaders, or leader with trainee, demonstrate the technique just presented. (See Demonstration #1,
30 min.	7.	OTO #1. Practice Experience Story. Divide trainees into small groups for one-to-one practice. Assign an OTO leader to each group.[1] (See OTO #1 instruction)
15 min.	8.	Coffee break. Suggestion: OTO leaders should be encouraged to informally tell of their own experiences with their students during any of the scheduled coffee breaks.

*Slide/Tape presentation (required part of the training).

[1]See OTO instructions for individual sessions, pp.

TIME		
12 min.	9.	*Sight Words - Segment C
5 min.	10.	Demonstration #2 - Sight Words. Two leaders, or leader with trainee, demonstrate this technique just presented. using Greek words. (See Demonstration #2., p. 4d)
20 min.	11.	OTO #2. Practice sight word technique.
10 min.	12.	a. Brief recap of Session I b. Questions c. Assign homework (see p. 8a)

Time: 3 hours, 18 min.

SESSION II

15 min.	1.	a. Attendance b. Collect and discuss homework c. Recap of Session I and Preview of Session II
20 min.	2.	*Phonics (Consonants) - Segment D
5 minutes	3.	Demonstration #3 - teaching "s", "f", and "m" (See Demonstration #3, p. 4e)
15 min.	4.	OTO #3 - Practice teaching "s", "f" and "m"
5 min.	5.	*Phonics (Consonants) Segment D
5 min.	6.	Demonstration #4 - "t" and "p" as final sounds, reinforced as initial sounds. (See Demonstration #4, p. 4e)
10 min.	7.	OTO #4 - Practice teaching "t" and "p" as final sounds, reinforced as initial sounds.
2 min.	8.	*Phonics (Consonants) - Segment D
5 min.	9.	Demonstration #5 - "sh", "ch", "th", "wh" and "qu" (See Demonstration #5, p. 4e)
10 min.	10.	OTO #5 - Practice teaching "sh", "ch", "th", "wh" and "qu".
15 min.	11.	Coffee break
10 min.	12.	*Word Patterns - Segment E
5 min.	13.	Demonstration #6 - teaching word patterns (See Demonstration #6, p. 4e)

TIME		
10 min.	14.	OTO #6 - Practice teaching word patterns
8 min.	15.	*Word Patterns - Segment E
5 min.	16.	Demonstration #7 - teach word patterns using Appendix of TUTOR as reference, (See Demonstration #7, p .4e)
15 min.	17.	OTO #7 - practice teaching word patterns using appendix of TUTOR as reference
4 min.	18.	*Word Patterns - Segment E
5 min.	19.	Demonstration #8 - teaching long vowels in patterned words (See Demonstration #8, p. 4e)
10 min.	20.	OTO #8 - practice teaching long vowels in patterned words
2 min.	21.	*Word Patterns - Segment E
5 min.	22.	Demonstration #9 - teaching a multi-syllabic word (See Demonstration #9, p. 4e)
10 min.	23.	OTO #9 - Practice teaching a multi-syllabic word
2 min.	24.	*Word Patterns - Segment E
5 min.	25.	a. Brief recap of Session II b. Questions c. Assign homework

Time: 3 hours, 26 min.

SESSION III

15 min.	1.	a. Attendance b. Collect and discuss homework c. Recap of Session II and Preview of Session III
120 min.	2.	*READ Test - Segment F. This includes an explantion of the test and trainee participation in using it with a taped student. The script which accompanies the READ Test includes full instructions for the workshop leader.
15 min.	3.	Coffee break
20 min.	4.	*Student Motivation and Reinforcement - Segment J
20 min.	5.	Motivational materials and library display and explanation by the workshop leader
7 min.	6.	Sam - Segment H-1 - Human Interest Story

TIME		
5 min.	7.	a. Brief recap of Session III b. Questions c. Assign homework; tell of guest students for next session.

Time: 3 hours, 22 min.

SESSION IV

15 min.	1.	a. Attendance b. Recap of Session III c. Preview of Session IV. (If you are having guest students, the leader should review the section on guest students in the Workshop Leader's Handbook, pages 38-40) d. Collect and discuss homework
18 min.	2.	*Applying all Techniques - Segment G
14. min.	3.	Demonstration #10 - Applying all techniques. (See Demonstration #10, p.4F)
45 min.	4.	OTO #10 - Applying all techniques to an experience story or a lesson from a workbook. We recommend that you have demonstration students. Allow trainees to practice teach the guest students under the guidance of the student's own tutor. In the event that the student's own tutor cannot be present, the OTO leader assumes this responsibility.
20 min.	5.	Coffee break - with Demonstration Students as guests
15 min.	6.	*Lesson Plans and Goals - Segment 1
15 min.	7.	Demonstration #11, Lesson Plans and Goals. Leader puts model lesson plan on the board and discusses it.
45 min.	8.	OTO #11 Lesson Plans and Goals Leader distributes 5 case histories (Set I) to 5 groups. Each group with an OTO leader assisting will discuss ideas and combine them into one best suggested instructional plan for each case history student.
30 min.	9.	Each OTO group reports to the total group on their plans. Discussion.
5 min.	10.	a. Recap of Session IV and Preview of Session V b. Questions c. Distribution of Case Histories (Set II) and explanation of homework assignment.

Time: 3 hours, 30 min.

SESSION V

TIME		
20 min.	1.	a. Attendance b. Recap of Session IV (include in this a demonstration of Applying All Techniques as a reinforcement for the trainees.) c. Preview of Session VI
20 min.	2.	Review of Case Histories homework
20 min.	3.	Explanation of local affililate structure and of its relationship to both state and national Literacy Volunteers of America, Inc. organizations. Job possibilities within the affiliate should be explained. Bring to the attention of the trainees the opportunities in the Affiliate for non-teaching services.
45 min.	4.	Tutor Competency Quiz. (See pp. 13a-13d)
15 min.	5.	Coffee break
45 min.	6.	Special guest speaker. Recommended: Invite a qualified local person to speak on understanding potential students. This might be a representative of a social agency with experience in working with people of particular social needs, an ABE director, or a member of a minority group in your area. A question period can follow the speaker's remarks.
10 min.	7.	Review of available local agencies for referral. Inform trainees of such facilities as ABE, available adult education, clinics, legal aid, housing information, and employment agencies in their local community which answer a need of their students.
10 min.	8.	Trainee's evaluation of the workshop. (See pp.
15 min.	9.	Assign trainees to supervisors/advisors. If possible, the Matching Committee will assign students to trainees. Review local routine for report forms and procedures for keeping in touch with supervisors/advisors. Remind trainees that they will receive a notice of the date and agenda of Session VI.

Time: 3 hours, 10 min.

SESSION VI

This session should be scheduled along with Sessions I-V, but held one to two months later, after trainees have had tutoring experience. It is an important part of the entire training and should include all workshop trainees.

The workshop leaders can work with any trainee whose Comptency Quiz revealed a need for more practice. If the additional help is successful, the trainee is elibible for a certificate and placement with a student. Those trainees who failed to grasp the techniques or who, for one reason or another, showed evidiences of not being successful tutors should be offered the opportunity to serve in the affiliate.

1. Return Competency Quiz to each trainee and review the Quiz with the entire group.

2. Informal exchange of tutoring experiences. Leaders can lead a discussion using this opportunity to "zero in" on any general problems.

3. Library materials should be available for the trainees to make selections, based on the knowledge they now have of their students.

4. Leaders award Certificates.

5. Coffee break

Time: 2½-3 hours

SUGGESTED DEMONSTRATIONS BY WORKSHOP LEADERS

(Following tapes and slides, and before One-to-One Sessions)

DEMONSTRATION #1: After Language Experience (Experience Story), following Slide B77, pp. 18-23 in TUTOR)

The local leader should prepare a demonstration of an Experience Story. An appropriate story could be written, using words that could be taught in pattern, as sight words or to reinforce phonics. This could be done in a role-playing situation with a trainee or a co-leader. An alternative suggestion is to use the following Experience Story.

TUTOR	STUDENT
Hello, Matt. I'm glad you were able to meet with me today after the storm we had last night!	
	I wasn't sure I'd get here with the highway closed, but I made it.
Did you take the back road?	
	I tried to, but when I got to Pierce's Corners, I had to turn around because of the accident.
What accident? Tell me about it and that can be your story today.	
	A VW bug skidded right across the road. It slammed into the side of a pick-up truck.
"A VW bug skidded right across the road. It slammed into the side of a pick-up truck." Is that right? (Tutor writes the story in manuscript, or cursive if the student writes in cursive, and makes a carbon copy.)	
	That's right.
Let's go over your story. I'll read the first sentence and then you can read it. "A VW bug skidded right across the road."	
	A...VW...bug..st...skidded..right across the road.

TUTOR	STUDENT
"It slammed into the side of a pick-up truck."	
	It...smashed..slammed..into the... side of a...pick-up truck.
Let's work on the first sentence. "A VW bug skidded right across the road." Do you think you could read that again?	
	A..VW...bus..no, bug...skidded right right across the road.
That's good! Now, which words in your story would you like to learn first?	
	Un.."bug" ..."skidded."
Let's underline them. (Tutor underlines the two words). I'm going to write each of the words on a separate word card. (Tutor writes on quartered 3 x 5 cards "bug" and "skidded.")	
(Tutor gives student the word card "bug."	
This is the word "bug." What is this word?	
	bug
Again...	
	bug
Do you think you could find the word "bug" in your story and put the word card "bug" below it?	
	Yes...here it is! "Bug" and bug."
Nice work. This is the word "skidded." What is this word?	
	skidded
Good. Again...	
	skidded

TUTOR	STUDENT
Look at it closely. What is the word again?	
	skidded
Can you find the word "skidded" in your story and put the word card below it?	
	(Student takes word card, and after some hesitation, places it in the proper place.) Here's the word - "skidded."
(Tutor mixes up the two cards.) Now, I'm going to mix these cards up and see if you really know them.	
(Tutor shows student the word card "skidded.") What is this word?	
	skidded
And this word?	
	bug
Great! Now, I'm going to make cards for all the other words in your story. You read that first sentence aloud, and I'll write the words on cards.	
	A VW..bug..skidded right across the road.

LEADER

The tutor would continue by teaching all the words in that sentence and would then have the student put the words under those in the story, and read from the word cards. Finally, she mixes up all the word cards and asks the student to read them out of context.

(Tutor shuffles all cards). Now, I'm going to see if you can read all these cards. They're the words in <u>your</u> story.	
	A VW..bug..skidded right across the road.

TUTOR	STUDENT
You've done well today. Here is a copy of your story to put into your notebook and take home. And here are the cards with the words you read. Mix them up and try to read them. If you have any trouble, put them underneath the words in the story.	

DEMONSTRATION #2 after Slide C33, Sight Words, Segment C, pp. 23-25 in TUTOR

One of the most effective ways to demonstrate the difficulty of learning sight words, as well as giving the trainee the assurance that they <u>can</u> be learned, is by including several Greek words in the practice session.

On large cards (14 x 9), print the following Greek words:

μητέρα (mother) μέρα (day) ΠΟΤΕ (when) ΗΤΑΝ (was) αυτό that there were

Explain to the trainees that they are going to learn seven sight words, words that are commonly used in their speaking vocabulary. Some are written in Greek and some in English. Invite one of the trainees to come to the front of the room. Hold up the first card (mother), so that the trainee and the group can see it, and say:

LEADER	TRAINEE
What is this word?	(Probable response) I don't know.
This is the word "mother."	
What is this word?	mother
Look at the word. Say the word.	mother
Look closely at the word.	
What is the word?	mother
(Leader then holds up the word card "were,")	
What is this word?	were
Very good. And what is this word? (Leader holds up the word card "mother.")	mother

Continue in this fashion with each Greek word, as well as the English sight word "there." Encourage the group of trainees to respond if the individual cannot reply correctly.

This little demonstration has been fun, but its underlying purpose is to give you a real feeling for the actual student who has difficulty recognizing such simple words as those shown. It may try his patience, and yours, also. Be supportive, encouraging, and keep the drill to a reasonable length of time.

Directions for Demonstrations #3, #4, #5, #6, #7, and #8.

The local leader should prepare a demonstration, following closely the steps on the AID card and in TUTOR. It is important the trainees learn the routine thoroughly before the leader permits them to add any variations.

DEMONSTRATION #3 PHONICS (CONSONANTS) (After Slide #D50, pp. 27-29 in TUTOR)

Demonstrate the teaching of either "s", "f" or "m."

DEMONSTRATION #4 PHONICS (CONSONANTS) (After Slide #D54, pp. 29-30 in TUTOR)

Demonstrate the teaching of "t" or "p".

DEMONSTRATION #5 PHONICS (CONSONANTS) (After Slide D61, p. 32 TUTOR)

Demonstrate the teaching of "s" and "h" when they are together.

DEMONSTRATION #6 WORD PATTERNS (After Slide #E41, p. 36 TUTOR)

Demonstrate the teaching of a word pattern.

DEMONSTRATION #7 WORD PATTERNS (After slide #E63, Appendix of TUTOR, p. 88)

Using the Appendix of TUTOR, demonstrate teaching a word pattern.

DEMONSTRATION #8 WORD PATTERNS (After Slide #E70, pp. 17-19 in TUTOR)

Demonstrate the teaching of long vowels in patterned words.

DEMONSTRATION #9 WORD PATTERNS Teaching a multi-syllabic word (After #E86, p. 41 TUTOR)

Suggested words: generator, important, management or any multi-syllabic word the leader chooses to demonstrate. The leader asks the student to look at the word and see if there are any parts of it that he can read. The leader then divides the word with slash marks, and has the student read each part. If the student has trouble with any cluster, teach the cluster in pattern if possible. For example, the word "generator":

"If t-e-n is 'ten'	
What is "d-e-n'?"	den
And m-e-n?	men
g-e-n?	gen

If it is not possible to teach the cluster in pattern, say the cluster, i.e. "tor" or help him to decode it, using phonics.

DEMONSTRATION #10 APPLYING ALL TECHNIQUES (After Slide #G52, pp. 44-45 in TUTOR)

The local leader should prepare a demonstration using an experience story where the techniques learned - patterned words, sight words, phonics - are reinforced. She should also select a lesson from a workbook and demonstrate applying appropriate techniques to the lesson. The leader might want to use the following example of an experience story applying all techniques:

LEADER (to trainees)

The student is a man, 20 years old, an inmate in a correctional facility. He hopes to become a cook when he is released. The READ Test showed him at Level B in Word Recognition and Level G in Listening Comprehension. He missed six words on Sight Word Test A.

LEADER	STUDENT
(To trainees) This is the student's Experience Story:	
The best foster home that I lived in was Lang's farm. The lady let me work in the kitchen and I learned to cook. It was better than a pick and shovel.	
(To student). Can you read the first sentence?	
	The best foster...home that I lived in was...Lang's farm...
Good. I'll read the next sentence. You follow along and then you read it.	
The lady let me work in the kitchen and I learned to cook.	The...woman..no..lah..ah..lady l..let me work in the kitchen and I...l..li...learned to cook.
It was better than a pick and shovel.	
	It was better ...then..than a pick and...shovel.
(To trainees) The student has some trouble with phonics and in this story particularly with the letter "l." We'll use the "l" words in the story, and teach a lesson in phonics exactly as you've learned it.	
(To student) This is an "l." What is the name of this letter?	
	"l"
Can you find some "l" words in your story?	let...lived....Lang...lady..learned..

LEADER	STUDENT
Listen for the sound of "l" at the beginning of these words and say them after me:	
lady learn let lived	lady learn let lived
Which of these "l" words - lady, learn, let, lived - do you like best?	lady
"Lady" is your key word to help you remember the sound of "l."	
Think of the beginning sound in "lady." Your tongue is on the roof of your mouth. Now, let out just the first sound.	/lll/
Good. /lll/ is the sound of "l." Again...	/lll/
Here are some words. Listen. Do they start with the "l" sound?	
farm lady learn home let	no yes yes no yes
Now, let's move the sound of "l" to the end of some words. Listen to the last sound in these words and repeat them:	
shovel level medal	shovel level medal
(Leader writes the word "the" on the chalkboard)	
This is the word "the." What is this word?	the
Again...	the
Can you find the word "the" in your story and put the word card under it?	(Student finds the word "the" and puts the word card under "the" in the story.)

LEADER	STUDENT
(To Trainees) The tutor could teach other sight words -(me, than, was)	
(Leader writes the word "cook" on chalkboard.)	
Can you read this word? You had it in your story?	cook
Right. If c-o-o-k is "cook", what would l-o-o-k be?	look
And b-o-o-k?	book
I'm going to write some sentences using the words you learned today. See if you can read them.	
(Leader writes on chalkboard.)	
The lady was home. I like to cook. You can dig it up with a shovel.	The lady was home. I like to cook. You can dig it up with a shovel.

LEADER (to trainees)

What techniques have we used in this demonstration?

Experience Story
Sight Words - the, me, than, was
Phonics - the sound of the letter "l"
Word Patterns - cook, look, book
Reinforcement - Reading the same words in other sentences

LITERACY VOLUNTEERS OF AMERICA, INC.

Instructions for One-to-One (OTO) Leaders of the

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

You have been chosen to serve as an OTO leader because of your experience as a Literacy Volunteer tutor and your ability to work with others in small groups. As such, you are a most essential aid to the workshop for you will be a small group leader, supervising trainees as they practice one-to-one. After each training segment, the trainees are divided into small OTO groups of four or six. Each trainee should practice the techniques demonstrated with the OTO leader supervising.

The "plus" in all this for you will be a strengthening of your own understanding of how to teach basic reading. The most common comment of OTO leaders after their first assignment in a workshop is "I've learned so much more this time. Going through the workshop again now that I've had teaching experience was even more valuable."

So - you'll learn as well as contribute valuable help.

Here are some general suggestions and guidelines that will help you to be an even more effective leader:

1. Please sit at one of the tables with the trainees as they're divided into OTO groups.

2. Write the names of the trainees at your table on an evaluation sheet. Your evaluation of each trainee's performance and personality is helpful when assigning him to a student. Note his performance (i.e. excellent in Experience Story, needs help in Phonics, etc.) and his personality (i.e., shy, talkative, understanding, nervous, confident, creative, etc.). Limited exposure may not permit complete evaluation but this, with the workshop leaders' evaluation, can give a profile of each trainee. Also, there is the reality of the occasional trainee who just does not understand the techniques taught. You will be doing a kindness to him, and to a potential student, by reporting this to the workshop leader. Then the decision can be made whether to suggest additional help to the trainee, or to suggest some other form of volunteer work.

   IMPORTANT! Keep these evaluation sheets <u>confidential</u>.

3. The workshop leader will give a demonstration of the techniques being taught before each OTO session.

4. The OTO sessions will be conducted in one of two ways. The workshop leader will announce which one is to be used:

   a. <u>in partners</u> - divide your group in pairs. Keep yourself free to listen and help where needed.

b. in the round- the OTO leader starts with trainee at his/her left and each takes a turn at playing tutor and student, continuing around the table until all the material has been covered and all trainees have participated.

5. Please relate personal experiences as a Literacy Volunteer tutor during the coffee break. The trainees are interested and it gives you a chance to talk about your student. The OTO sessions should be kept as practice sessions for the trainees.

6. General questions asked in an OTO session should be noted and brought before the entire group.

Be sure you know which segments of the workshop will be covered in the session or sessions at which you have agreed to work. A little mental review of these is wise. If you feel unsure of any of the segments, we recommend that you review that section in TUTOR and arrange to play these tapes prior to the workshop session, so that you feel ready to work with the trainees. Enclosed is a paper with details of materials to have on hand, time allotted and techniques to be practiced at each OTO session.

Be punctual in arriving at the time the leader has suggested at the sessions, and sit at the table assigned to you by the workshop leader. Try to learn the names of the trainees at your table as quickly as possible.

The leader may request that you demonstrate a technique with a trainee. In this case, the leader will have forewarned you, so that you have your demonstration planned.

Your help in all of this is, as we've said, very valuable. But remember, too, that your own attitude, your enthusiasm, and the satisfaction which you can report concerning your own experiences as a tutor, will be a big boost to the trainees. They will really be observing you.

LVA BASIC READING TUTOR TRAINING WORKSHOP (BRW)

OTO SESSIONS AND AID CARDS

Session I

Time

30 min. OTO #1 Segment B Experience Story (pp. 18-23 TUTOR)
Materials needed: paper, carbon paper, 3 x 5 cards, quartered, felt-tip pen.

Trainees work in pairs, one as tutor, one as student. Note which trainees respond quickly to this technique and which ones have problems and might require more instruction.

AID CARD #1-LANGUAGE EXPERIENCE

1. Invite student to tell story(or personal experience).
2. Tutor writes story.
3. Tutor reads story, pointing to words.
4. Tutor, then student, reads one sentence, pointing to words.
5. Pick out meaningful words.
6. Write these words on cards.
7. Student matches cards to story.
8. Mix cards and have student read words on cards.
9. Write additional words in story on cards, teaching as above.
10. Read with student, tutor supplying words not taught as the student reads known words.
11. Give student the story and cards to take home and practice.
12. Keep a copy for typing or rewriting.

20 min. OTO 32 Segment C Sight Words (pp. 23-25 TUTOR)
Materials needed: 3 x 5 cards, quartered, sight word list (p. 77,TUTOR)

AID CARD #2 SIGHT WORDS

1. Give ten sight word cards to student.
2. As student reads the word cards, divide word cards into known, doubtful, and unknown piles.
3. Choose five words from doubtful pile to teach.
4. Tutor takes one word card at a time -
   a. Says the word, not showing the word card to the student.
   b. Has student repeat the word while looking at and holding the card, and repeats the word again.
5. Mix new word card with five words from known pile, asking the student to read them.
6. Use other techniques if necessary: visual, kinesthetic, tactile.
7. Review often.

SESSION II

Time

15 min. OTO #3 Segment D - Phonics (teaching "s", "f", or "m"
(Pp. 26-31 in TUTOR)
Materials needed: paper, felt-tipped pen

AID CARD #3 - PHONICS
(Initial Consonant Introduction)

AID CARD #3 - PHONICS
(Initial Consonant Introduction)

1. T - Identify letter.
2. S - Listen to the beginning (or initial) sound.
3. S - *Pick a key word.
4. S - Produce beginning sound.
5. S - Recognize sound in other words.
6. T - Put sound at end of words.
7. S - Produce ending sound.
8. S - Review - name of letter, key word, sound
9. S - Write letter.

*Suggested Key Words are on page 82, TUTOR

10 min. OTO #4 PHONICS (CONSONANTS) - teaching "t", "p" as final sounds.
Materials needed: paper, felt-tipped pen.

AID CARD #4 - PHONICS (CONSONANTS)

1. T - Identify letter.
2. S - Listen to the ending (or final) sound.
3. S - Produce ending sound.
4. T - Listen to the beginning (or initial) sound.
5. S - *Pick a key word.
6. S - Produce beginning sound.
7. S - Recognize sounds in other words.
8. S - Review - name of letter, key word, sound
9. S - Write letter.

TIME

10 min. OTO #5 Segment D PHONICS -- Teach "sh", "ch", "th" "wh" and "qu"

Materials needed: paper, felt-tipped pen

AID CARD #5 - PHONICS

Teach "sh",(or "ch", "th", "wh", "qu")

1. T - Write "sh" in manuscript and point to it.
2. S - Listen for the sound of "sh" at the beginning of words.
3. S - Pick a key word. (shoe, ship, shower, shovel)
4. T - Write key word under "sh."
5. S - Listens for sound at beginning of key word.
6. S - Repeats sound /sh/.

10 min. OTO #6 Segment E WORD PATTERNS (pp. 33-40 TUTOR)

Materials needed: paper, felt-tipped pen

AID CARD #6 - Teaching Words in Pattern

1. Tutor writes the first word in pattern: sat
   Then, under it vertically: mat
2. T - If s-a-t is sat, what is m-a-t?
3. If student responds correctly, add more words in pattern.
4. If student gives no response or wrong response, review possible elements of difficulty:
   a. He may not know the sound of "m".
   b. He may not know the sound of the letter cluster "at."

TIME

15 min. OTO #7 WORD PATTERNS SEGMENT E (pp. 85-84 in TUTOR)
Materials needed: paper, felt-tipped pen

> AID CARD #7 Teaching Words in Pattern
>
> Practice teaching words in pattern from Appendix, pp. 85-94 in TUTOR. Trainee acting as tutor chooses word pattern and teaches it to trainee acting as student. Then, reverse the procedure.

10 min. OTO #8 WORD PATTERNS SEGMENT E (pp. 39-40 in TUTOR)
Materials needed: paper, felt-tipped pen

> AID CARD #8 Teaching long vowels in pattern
>
> 1. Tutor writes in manuscript the word ate and points to it.
> 2. Tutor writes word late under ate and points to it. Tutor says, "If a-t-e is ate, what is l-a-t-e?
> 3. Tutor continues in this way for other long vowel patterns: ay, ail, eat, eel, old, etc.

10 min. OTO #9 WORD PATTERNS SEGMENT E (p. 41 in TUTOR)
Materials needed: paper, felt-tipped pen

> AID CARD #9 Multi-Syllabic Words
>
> 1. Look at the word, seaching for familiar patterns (example: outstanding, bandwagon, performance, sinister, etc.).
> 2. Indicate letter clusters by slash marks.
> 3. Pronounce each letter cluster, blending into word.
> 4. Check for context clues.

SESSION III

Time

45 min. OTO #10 APPLYING ALL TECHNIQUES SEGMENT G (pp. 44-46 in TUTOR)
(If you do not have demonstration students, follow AID CARD #10)
Materials needed: paper, felt-tipped pen; leader distributes a different experience story and a copy of a lesson from a workbook to each OTO group.

> AID CARD #10 APPLYING ALL TECHNIQUES
>
> Develop a lesson, using experience story and a lesson from a workbook. Adapt the techniques you have learned:
>
> Phonics (Consonants)
> Sight Words
> Word Patterns
>
> After 30 minutes, a reporter from each group reads the agreed-upon plan to the entire workshop.

45 min. OTO #11 LESSON PLANS AND GOALS SEGMENT I (pp. 51-56 in TUTOR)

Materials needed: paper, felt-tipped pen; leader distributes case histories (Set I),one for each OTO table.

> AID CARD #11 LESSON PLANS AND GOALS
>
> Trainees work together to draw up a lesson plan and establish goals for the student whose case history they have been given.
>
> After 30 minutes a reporter from each group reads the lesson to the entire workshop.

LITERACY VOLUNTEERS OF AMERICA, INC.

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

EVALUATION SHEET

OTO Checklist of Trainees' Attitudes and Skills

Name of Trainee	Exp. Story	Sight Words	Phonics	Word Patterns	Able to pronounce sounds correctly?	App. all Techniques	Lesson Planning	Sensitivity General Attitude

LITERACY VOLUNTEERS OF AMERICA, INC.

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

TRAINEE'S KIT

It is suggested that the following items be put in a large manila envelop or a folder with pockets, and given to each trainee.

1. Overview of the workshop (p.
2. Schedule of this workshop (simplified, listing main topics)
3. READ Test by Colvin and Root
4. Initial student forms (two) for use in the workshop with case history, p.
5. TUTOR by Colvin and Root
6. Several 3 x 5 cards, quartered 3 x 5 cards, paper, carbon paper, onionskin paper
7. Homework assignments (p.
8. Textbook (one of those listed below). Trainees can look them over and exchange for one that is more appropriate for their particular students. (More advanced texts can be obtained from the LV library if the student is ready for them.)

    a. Operation Alphabet (I or II)
    b. I Want to Read and Write
    c. Adult Reader
    d. Reading Power (I or II)

9. An extra reading book. (See LVA Bibliography)

    a. Pal Paperback
    b. From Words to Stories
    c. One of the Signs series
    d. Point 31 Levels 2 or 3
    e. Reader's Digest Reading Skill Builders
    f. Reader's Digest Adult Readers

10. Simple adult newspaper such as News for You or You and Your World
11. Instructions for trained tutors (p. 7a)
12. Objectives for Basic Reading Tutor Training Workshop (pp. 13a)

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BASIC READING TUTOR TRAINING WORKSHOP (BRW)

INSTRUCTIONS FOR TRAINED TUTORS

1. After you have been assigned a student, contact your student at once to discuss convenient times and place for teaching. If your get your own student, report the name and pertinent information to your advisor/supervisor.

2. Arrange a meeting place. If you need help in finding a place, call your advisor/supervisor.

3. As soon as possible make an appointment with your student, stating a definite time and place for lessons. Give your student your name and telephone number and remind him or her to call you if he or she cannot meet you at the agreed upon time or if there are problems. Notify your advisor/supervisor or the person who assigned the student to you.

4. Feel free to call your advisor/supervisor for any help or information you need.

5. Tutors should keep a file or notebook to record student's name, address, phone number, number of hours taught, materials used, methods, progress, lesson plans, background of student, and any other information about the student that might be helpful.

6. When you start with a new student, within the first three or four sessions, make an initial student report, recording test scores and all other information requested. Annual student reports should be made to your advisor/supervisor. This cannot be over-emphasized.

7. If for any reason you discontinue teaching, notify your advisor/supervisor at once and send final report on your student.

8. When you need additional teaching materials for your student, call your advisor/supervisor or your librarian.

9. You will be notified of the time and place of special events for tutors and students. Make every effort to attend events such as student-tutor meetings or tutor get-togethers.

10. In-service training is a continuation of your training. You will be notified of scheduled training sessions and will be expected to attend.

11. At any time during your teaching, including the very beginning, if you feel your student could cope with a classroom situation, encourage enrollment in either Adult Basic Education or regular adult education classes. Go with your student to register unless he or she requests otherwise.

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Homework Assignments

After Session I

1. Examine materials in Trainee's Kit.
2. Read TUTOR preface and Chapters 1, 2 and 3 - The Problem, Profile of a Good Literacy Teacher, and Profile of an Adult Student.
3. Read materials on "Writing" in TUTOR (pp. 15-16)and practice manuscript writing, both small and capital letters, giving it to the workshop leader.
4. Read material on teaching the Experience Story and Sight Word approaches in TUTOR (pp. 18-25).
5. Practice teaching an Experience Story to someone at home, writing up the story in manuscript.
6. Practice teaching sight words to someone at home.

After Session II

1. Read material in TUTOR on phonics (pp. 26-31)
2. Practice teaching letter sound relationships of all consonants learned in the workshop to date (s, f, m, p, t, sh, ch, th, wh, qu), following the pattern: name of letter, key word, sound of letter, or combination of letters.
3. Read material in TUTOR on word patterns (pp. 33-40) and practice teaching at least two word pattern groups to someone at home.

After Session III

1. Prepare your own READ student material for administration: read Administrative Booklet. Give READ Test to someone at home. Prepare Summary Sheet showing results (use onionskin paper to cover Summary Sheet). Write a short paragraph on what the Summary Sheet tells you about the student.
2. Read Chapter 6 in TUTOR - Applying All Techniques.
3. Write an Experience Story and indicate how you would use it with a student, applying all techniques: phonics, word patterns, sight words.
4. Read TUTOR Competency Test (TUTOR, Chapter 11, p. 65)

After Session IV

1. Read Chapt. 8, TUTOR - Lesson Plans and Goals, p. 51
2. Using the case history given you by the workshop leader, write up a lesson plan for the student described.
3. List five suggestions for motivating this student.

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SAMPLE LESSON PLANS

Intermediate Level

Linda G. Time: 11/10/ 2-3 p.m.	OK	Next Session
Sight word review - new words: automobile, application, benefit	X	X
Read p. 14 Driver Education (Check Linda on meaning of traffic signs)	X	X
Drill on blends cl, fr, fl, using patterned words	X	
Experience story (based on a picture I showed her: The kids are going to the beach. The girl with the black hair looks like my sister. When I can drive, I want a red wagon.		

Linda more cooperative - less sullen. Still has trouble with blends - more practice. Picture good idea - found it easy to talk about.

Advanced Level

Jim C. 10/2/ 8-9 p.m.	OK	Next Session
Review his written story about State Fair	X	
Check spelling of sight words from story (machines, Palomino, midway, queen, dairy)	X	X
Work on new patterns: found ought, mound bought, sound sought	X	X
Multi-syllabic words: adventure, permanent, postmaster (Have him divide with slash marks)		
Have Jim read aloud Wild Horses of the West from WORLD magazine	X	X

Jim sat rewritten the story and was very pleased with it. Spelling much improved but needs more help with "there" and "guess." He likes patterns - learning more complicated words easily. Bring in picture of Palomino next session.

Basic Level

Ann W. 5/18 10-11 a.m.	OK	Next Session
Review lesson 10 Op. Alpha.	X	
New lesson 11 Op. Alpha.	X	(Review)
New words: sale, store, has, a		X
Phonics: teach "f" and "d"	X	More work on both letters

Review Experience Story:

I wish I could find a job at McDonald's. My friend found a job there last week. She says she work hard but it's fun.

Patterned words:

mind	wish	ast
bind	fish	last
find	dish	past
		cast

Read Chap. 3 in "A New Life for Sarita" (ACTION)

Ann worked hard today. Had problems with "d" and "f" - could try flash word game - use only "d" and "f" words she liked patterned words - learned quickly. Give her a choice of easy books next lesson to try reading by herself.

Ann W. 5/20 10-11 a.m.	OK	Next Session
Review "f" and "d" - name, keyword, sound	X	X
Use flash cards from sight word list: fat, fine, fire, first; did, dime, day, date	X	
Review Lesson 11 - Op. Alpha.	X	
New Experience Story: I watched "Happy Days" on TV last night. I'm crazy about Fonzie. He's my favorite next to detective stories.		X
Finished reading "Sarita"	X	
Three Pal Paperbacks for Ann to choose for her own reading.	X	

Flash cards worked well. Lesson 11 very well. (Ann must be doing some homework!) She chose "Pay-off in the Park" as a book to read - looked skinny! Work on her new experience story next lesson.

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Basic Reading Library

It is gratifying to know that more books for adult new readers are being published than was true in the past when functionally illiterate adults were, of necessity, taught from children's texts. Today your library can be virtually as large as your budget permits.

As in all libraries, categories are necessary for your collection. The following outline suggests an arrangement that should prove useful to you in setting up your books. An example of the type of book we have in mind in each category, taken from the LVA Bibliography, is given for your guidance.

Books for Tutors

1. Informative - (Benjamin: Reading and Beyond)
2. Instructional - (Reading: How To)
3. Magazines - (Journal of Reading)
4. LVA Program Materials - (TUTOR, READ ON!)

Books for Students

Level I (Gr. Levels 1-2)

1. Workbooks and texts (Operation Alphabet, Reading Power I)
2. Supplementary Reading (From Words to Stories, Good News for New Readers)
3. Coping Skills (Banking Your Money, Getting Along Series)
4. Reading for Fun (Silver Dollar Mystery, Black is Beautiful)

Level II (Gr. Levels 3-4)

1. Workbooks and Texts (English That We Need, Hip Reader II)
2. Supplementary Reading (Real Stories, World of Sports)
3. Coping Skills (Studying for a Driver's License)
4. Reading for Fun (Legends for Everybody, One Punch Away)
5. Autobiography and Biography (Malcolm X)

Level III (Gr. Levels 5-6)

1. Workbooks and Texts (Reading Power 4, 5; Reader's Digest Science Readers)
2. Supplementary Reading (Being an Informed Citizen, Building Safe Driving Skills)
3. Coping Skills (ACCENT Series, Forms in Your Future)
4. Autobiography and and Biography (Four Took Freedom, Dr. J.)
5. Reading for Fun (Crash at Salty Bay, Big Red)

Programmed and Semi-Programmed Series (Mott Series, Sullivan Series)
Newspapers and Magazines (News for You, World Magazine)
Dictionaries (Scholastic, Thorndike Barnhart)
Math (Arithmetic That We Need, Working with Numbers)
Spelling (Sound Spelling Program)
Motivation Shelf (on which you keep motivational materials for tutor's use)

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MOTIVATION AND RESOURCE MATERIAL AND SUGGESTED ACTIVITIES

Sources for Reading Materials Other than Books:

Magazines: Sports, special interest, hobbies, popular songs, TV
Newspapers: Classified ads, supermarket ads, radio and TV listings, comics, headlines, political cartoons, editorials, letters to the editor, weather reports
Catalogues: Retail stores, discount houses, garden supplies, automobile supplies, etc.
Telephone Directories: for dictionary skills

AND...whatever turns your student on...

maps travel folders menus letters postcards recipes
applications blanks greeting cards crossword puzzles signs
instructions for constructing something canned goods song sheets

TO TRIGGERS EXPERIENCE STORIES...

Retold news events, TV plots, movies
Pictures: dramatic, human interest, scenic

GAMES...

Keep in mind: Games should -

- have a reading reinforcement as their purpose
- be fun and challenging but not beyond your student's ability
- not be childish or insulting to your student's intelligence
- be played fairly. Do not allow your student to win if he doesn't deserve it. He respects fair play.

Commercial Games: Scrabble, Junior Scrabble, Spill n' Spell, Perquackey

Games You Can Make:

When the game you have made has filled its purpose, it would be useful to other tutors if you left it on the motivation shelf in your local library.

Trail Games

You might use trail games, letting the student set the destination. The correct reading of a word card allows him one move. The "trail" might include names of cities but, even more important, include road signs such as STOP, DETOUR, SPEED LIMIT 55, THRUWAY, etc.

Word Bingo

On letter-sized sheets of paper or cardboard, draw appropriate lines and write in manuscript the words your student is studying, making each sheet different by mixing the arrangement of the words. Write the same words on sets of cards, from which you will draw. Make a supply of small blank cards. Play by

drawing a word card, reading it, and you and your student cover the word on your respective sheets with the blank cards. Or - have your student draw and read the card. The first one to cover five words in a row wins the game. (Don't forget the FREE square in the middle.)

Concentration

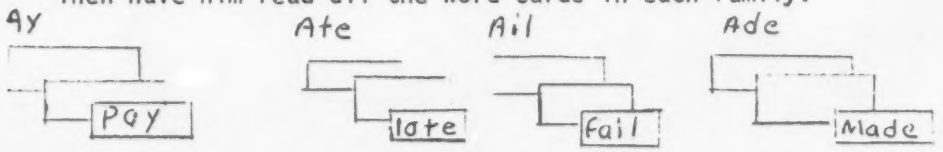
The game of concentration can be used with word cards. Make a set of duplicate word cards so that each word is represented twice. Spread the cards out, face down on a table. Have your student turn over a card and pronounce it. Then turn over a second card. If this matches the first, the student may keep both cards, and take another card. If not, both cards are again turned face down, and the teacher takes her turn trying to turn up a matching pair. When all cards have been picked up, the player with the most cards is the winner.

Progress Game

The progress games like Parcheesi can use numbered word cards instead of dice as a means of earning the right to proceed on a game board. You assign the value of each card, using your own opinion of the difficulty of the word for your student.

Word Families (Pattern Words)

Reinforcement for teaching pattern words or long vowel sounds may be done in this fashion. Make a cart with space for all long "a" families, for example. Make a card for each word using long "a" (see TUTOR, Appendix, p. 89). Have the student put word cards in correct families" on the chart. Then have him read all the word cards in each family.



Cross-Word Puzzles

There are simple cross-word puzzles in books (and in "News for You"), but you can make your own, incorporating those words your student is having difficulty learning.

Writing Materials

Vary these: pen and pencil, felt-tipped pen, magic slate, chalkboard and chalk, and (if available) typewriter.

Trips with Students

When taking field trips with students, put emphasis, when appropriate, on procedures, forms to be filled out for various organizations, and the like.

library	clinic	museum
supermarket	zoo	fair
church	fishing	ball game
social security office	PTA function	license bureau

Incentive Plans and Progress Charts

Incentive plans: Offer a prize or bonus to the student for completing an assigned learning chore. Keep prizes simple but with value to your student: inexpensive jewelry, book, wallet, recipe folder, tickets to a game, fast-food chain coupons, record, etc.

Work out a credit system with points for:

sight words learned
phonics - name, key word, sound of letter
pattern words
lessons completed in a workbook
books read
homework done

Progress Charts

These charts should accomplish four things: (1) Show progress, (2) Give rewards (satisfaction and material), (3) Show student goals. They should be easily understood by the student.

Bar progress charts, such as a "thermometer" chart, using any unit of progress.
Book progress chart, would show books read by adding another book to chart.
Building chart: Any building can be put on the chart that has associations for your student: a factory, a hotel, a church, etc. Label windows for goals reached, or bricks in the foundation, etc.

Tape Recorder

Show your student how to use the tape recorder. Record date and student's name on each tape.

Ways to use the recorder:

1. Allow the student to hear his own mistakes in reading.
2. Recordings taken at intervals provide the student with evidence of progress.
3. Tape a hit record or a hymn, using lyrics to provide new words for learning.
4. Record a selection of interest to your student. Provide him with a copy of the selection. Ask him to read, turning on the recorder as he completes a sentence to check his accuracy. Have him read along with the tape to encourage fluency.
5. Tape an entire lesson and later when listening to it, check to see if you, the tutor, do too much talking, talk down to your student, go ahead too fast, give him too little time to answer questions.

Initial Student Report (BR)

LITERACY VOLUNTEERS OF AMERICA, INC.

Date _____

Affiliate _____

Name _____ Phone _____
Last First Initial

Address _____ Sex ____ Age ____ (Est.)

Contact date _____ Tutoring started _____

Referred by _____ Agency or relationship _____

Program: Teen-in-School _____ ABE _____ Corrections _____ Migrant _____
Industry _____ Hospitals _____ Library _____ General _____

Tutor: _____ Student liaison person _____

Test Results - READ, Part 3, Pre-Test

A Word Recognition - Instructional level _____
B Reading Comprehension - Instructional level _____
C Listening Comprehension - Instructional level _____

Date testing completed _____ Tester _____

SUPPLEMENTARY STUDENT INFORMATION

Educational Background: Elementary: 0 1 2 3 4 5 6 7 8 High School: 1 2 3 4
(Circle highest level completed) Other _____

Ethnic Background: White ____ Black ____ Oriental ____ Native American ____ Other ____

Employment: Occupation _____ Employer _____

Unemployed ____ Not in labor market ____ Welfare: Yes _____ No _____

Marital Status _____ No. of children _____

Specify any significant physical/mental handicaps which would affect learning: _____

_____

Personality traits relevant to tutoring situation _____

Special reason for seeking help _____

Time available for tutoring: _____

Suggested place _____

Additional comments _____

Data recorded by _____

Annual Student Report (BR)

LITERACY VOLUNTEERS OF AMERICA, INC.

Date _____

Affiliate _____

Name _____ Phone _____
Last First Initial

Address _____

No. of hours tutored since previous report _____ Total hours _____

Status of student:
Continuing _____ Discontinuing _____
Reason if discontinuing: _____

Status of tutor:
Continuing _____ Discontinuing _____
Reason if discontinuing: _____

Tutor: _____ Meeting time and place _____

Test Results – READ, Part 3, Post-Test

A Word Recognition – Instructional level _____
B Reading Comprehension – Instructional level _____
C Listening Comprehension – Instructional level _____

Date testing completed _____ Tester _____

SUPPLEMENTARY STUDENT INFORMATION

Employment changes since previous report:

New Job (specify)_____ Lost job ___

Improved job (specify)_____ Not in labor market ___

Welfare status change to: _____on _____off No change _____

Tutoring materials used:

Tutor's evaluation of student:

Progress in reading: _____ writing _____

Changes in attitude: _____

Personality traits: _____

Additional Comments:

11b

LITERACY VOLUNTEERS OF AMERICA, INC.

CASE HISTORIES

Set I

CASE HISTORY -STUDENT 1

Mr. H. is 28 years old, separated from his wife, and has 6 children. He has had 3 years of schooling. He was referred by the Employment Service. He passed a cook's training course because he does a good job under oral instructions. He is having difficulty finding a job because he can't read recipes, or anything else, for that matter. Mr. H drives but admits that he cannot read most of the road signs. He has recently started attending ABE (Adult Basic Education) classes but needs individual help. He is quiet, polite, friendly and slow.

READ EVALUATION

Word Recognition - Instructional level A - non-reader

Listening Comprehension - Instructional level H - (4.1 - 4.5)

Mr. H. knew very few words on List A of Part I. He knew the names of the letters, but none of the sounds. He could not read the words in List B, "reversals", or List C, consonant-vowel clusters.

If Student #1 were assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base and your own imagination, suggest two creative motivational ideas for use with the student.
6. Can you think of other ways to help the student?

CASE HISTORY - Student 2 (Set I)

Mrs. D. is 26, married and has no children. She is a high school graduate. She works as a maid in a motel. Mrs. D. is embarrassed at her own ignorance and afraid of seeming "dumb." Mrs. D. wants to get a better job and to be a good mother when she starts her family. She is very neat and is anxious to learn.

READ EVALUATION

Word Recognition - Instructional Level G (grade level 3.6-4.0)

Reading Comprehension - Instructional Level H (grade level 4.1 to 4.5)

Listening Comprehension - Instructional level H (grade level 4.1 to 4.5)

Mrs. D. missed 3 words on list B of Part I. She knew consonant sounds but had trouble with some vowel sounds. Consonant digraphs gave her some trouble, and she stumbled over many multi-syllabic words. Mrs. D. has a slight problem with reversals.

If Student #2 was assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this students special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base and your own imagination, suggest two creative motivational ideas for use with this student.
6. Can you think of other ways to help the student?

CASE HISTORY - STUDENT 3 (Set I)

Mr. S. is 35 years old, single. He spent 12 years at a State School. His life was spent in institutions. His parents are alcoholics. Now he is living with a brother. He works as a janitor. He has worked in motels, churches and hospitals. He enjoyed the hospital job most. Mr. S. wants a better job, perhaps in a hospital. He wants his own home and family some day. He is very eager for a tutor.

READ EVALUATION

Word Recognition - Instructional level D (grade 2.1 - 2.5)

Reading Comprehension - Instructional level E (2.6 - 3.0)

Listening Comprehension - Instructional level I (4.6-5.0)

Mr. S. missed 4 words on list D of Part 1 READ. In Part 2, he had difficulty with blends and digraphs, and was not tested further.

If Student #3 were assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base and your own imagination, suggest two creative motivational ideas for use with this student.
6. Can you think of other ways to help the student?

CASE HISTORY - STUDENT 4 (Set I)

Mr. J. is 30, married and has 2 children. He had 7 years of schooling. His work in construction is very seasonal. He would like to get a better job. Mr. J. plays the guitar and enjoys music. He is outgoing and self-confident.

READ EVALUATION

Word Recognition - Instructional level H (grade 4.1 - 4.5)

Reading Comprehension - Instructional level J (grade 5.1 - 5.3)

Mr. J. missed 2 words on list C, and 2 on list d of Part I, READ. He did quite well on part 2 until section G, on variant vowels. He also had difficulty with silent letters, and hesitancy with multi-syllabic words.

If Student #4 were assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base, and your own imagination, suggest two creative motivational ideas for use with this student.
6. Can you think of other ways to help the student?

CASE HISTORY - STUDENT 5 (Set I)

Mrs. N. is a 32 year old housewife and has 3 children. She attended school for 6 years in Greece plus two years of special courses in sewing. After 10 years in the United States she speaks English fairly well but has some trouble understanding it. She wants to communicate better with her children's teachers and without embarrassing the children. She would perhaps like to teach sewing when her children are older. She is interested in her children, cooking, gardening and art.

READ EVALUATION

Word Recognition - Instructional level G (grade 3.6 - 4.0)

Reading Comprehension - Instructional level D (3.1 - 2.5)

Listening Comprehension - Instructional level D (2.1 - 2.5)

Mrs. N. missed 2 words on list D of Part L, READ. She had difficulty with some consonant sounds in Part 2, but was able to continue the test through Section E. She had difficulty with consonant digraphs and the test was stopped there, Section F.

If Student #5 was assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base, and your own imagination, suggest two creative motivational ideas for use with this student.
6. Can you think of other ways to help the student?

CASE HISTORY - STUDENT 1 (Set II)

Mrs. B is 52 years old, married, and the mother of 13 children. She works as a Nurse's Aide in a nursing home whenever she can find a baby-sitter. She hopes she can learn to drive, and needs to learn to read the driver's manual. She would also like to be able to write to her older children who have left home, and to read the letters they send to her. Her husband can read and she envies his ability to read a sports magazine he brings home. She loves to watch the local baseball games, and thinks reading about them in the paper would be wonderful. She has just enrolled in ABE, but wants additional help so she can keep up in class.

READ EVALUATION

Word Recognition - Instructional level B (up to grade level 1.5)

Listening Comprehension - Instructional level H (grade level 4.1-4.5)

She was unable to go beyond list C on READ , the c-v-c list. Mrs. B. missed 4 words in list A, part 1.

If student #1 was assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base, and your own imagination, suggest two creative motivational ideas for use with this student.
6. Can you think of other ways to help the student?

CASE HISTORY- STUDENT 2 (Set II)

Miss W. is 29 years old, single, and on welfare. She moved here from the south two years ago, hoping to find a job as a waitress. She's living with a married sister, and feels she is unwelcome since she's not contributing to the family expenses. She went to school for five years, but was absent a great deal because of illness and also the need to help at home. She has an unusually quick sense of humor, and enjoys comedy shows on TV. Her attempts at finding work usually end with the problem of filling out an application. She is deeply embarrassed because of this. She wants to be able to read, but can't face going into a class where she's afraid her deficiencies will be noticed by other students. She hopes that after a little help, she'll be able to go to ABE.

READ EVALUATION

Word Recognition - Instructional level C (grade level 1.6-2.0)

Reading Comprehension - Instructional level D (grade level 2.1-2.5)

Listening Comprehension - Instructional level G (grade level 3.6 -4.0)

Miss W. missed 4 words on list b of Part I of READ. She knew consonant letter names and sounds. She could read most of the words on List C (c-v-c) but was unable to go beyond that on Part 2 of READ.

If student #2 was assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base, and your own imagination, suggest two creative motivational ideas for use with this student.
6. Can you think of other ways to help the student?

CASE HISTORY - STUDENT 3 (Set II)

Mr. J. is 18 years old, single, and dropped out of school when he was 16, and in the ninth grade. He thinks he would like to work as a caretaker in the city parks, because he'd like to be outdoors. He doesn't really think he needs to be able to improve his reading,but he agreed to be tutored after his father urged him to. He's a "loner" and very uncomfortable with his peers. He is interested in drawing pictures, but embarrassed to discuss this interest.

READ EVALUATION

Word Recognition - Instructional level F (grade level 3.1 to 3.5)

Reading Comprehension - Instructional level E (grade level 2.6 to 3.0)

Mr. J. missed 3 words on list D. He had difficulty with blends, and with variant vowels. He was not able to go through that section of Part 2 of READ.

If Student #3 was assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal (s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base, and your own imagination, suggest two creative motivational ideas for use with this student.
6. Can you think of other ways to help the student?

CASE HISTORY - STUDENT 4 (Set II)

Mr. V. is 37, Puerto Rican, married, and the father of three children. He is employed in a welding shop, and is very ambitious. He would like to take an occupational training course that would help him get a better job. He has a fairly good speaking knowledge of English, but feels that he needs help in reading. He is literate in Spanish, and tells his children that they must never forget their first language, even though they speak fluent English now. He is devoted to his family, and protective of them. They enjoy weekend picnic outings whenever possible.

READ EVALUATION

Word Recognition - Instructional level J (grade level 5.1-5.5)

Reading Comprehension - Instructional level C (grade level 1.6-2.0)

Mr. V. read all words lists in Part I successfully. He had difficulty with letter sounds, and was unable to continue past list F, consonant digraphs.

If student #4 was assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base, and your own imagination, suggest two creative motivational ideas for use with student.
6. Can you think of other ways to help the student?

CASE HISTORY - STUDENT 5 (Set II)

Mrs. K. is 52, married and has two children. She is a housewife and has had no schooling. Mrs. K's daughter is now in Africa and Mrs. K cannot write to her or read her letters. She is too embarrassed to attend her church Sunday school class. She cannot get around the city very well because she gets lost. She would very much like to read the newspaper. Mrs. K. is very shy and timid. She was very nervous during testing.

READ EVALUATION

Word Recognition - Instructional Level B (up to grade 1.5)

Reading Comprehension - Instructional Level C)1.6 - 2.0)

Listening Comprehension - Instructional Level E (2.6 - 3.0)

Mrs. K. was able to read only half of list A in Part I, READ. She knew letter names, and some of the consonant sounds. She could not complete Section C of Part 2 (c-v-c) and the test was stopped.

If Student #6 was assigned to you, what steps would you take to plan the instructional strategy?

1. Set short term goal(s) and long term goal(s).
2. What supplies and books would you have with you at first?
3. From what you know about the student, suggest three words beyond the basic sight word list which might be useful.
4. From the library display, your own experiences, and this student's special interests and needs, select two books that would be especially pertinent to read with or to the student.
5. Using the motivation session as a base, and your own imagination, suggest two creative motivational ideas for use with this student.
6. Can you think of other ways to help the student?

LITERACY VOLUNTEERS OF AMERICA, INC.

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

TUTOR COMPETENCY EVALUATION INSTRUCTIONS

Workshop leaders always have one important goal: to help each trainee become a competent Literacy Volunteer tutor. The workshop leaders work as a team to achieve this goal. Some suggested ways are:

1. Enlist OTO leaders' evaluation of both attitudes and skills of trainees at tables. Explain to the OTO leaders that they are the leaders' "eyes and ears" since it is obviously impossible for the leaders to be in all places at once.

2. Give each OTO leader a checklist of skills and attitudes to be evaluated. Explain to the OTO leaders that they will be attending different sessions of the workshop and will be responsible for evaluating the skills taught in their particular session. The checklist should act as a guide and should be checked at the first possible moment.

3. Hold brief meetings with the OTO leaders immediately after workshop sessions. Using the checklist, hold an informal analysis of each trainee's progress, with special emphasis on evidence of sensitivity to potential students.

4. Explain to the OTO leaders that it is their responsibility to test each specific skill. (The OTO leaders at the first session will test for proficiency in teaching the Experience Story and Sight words, for example, and those attending the workshop session on phonics will listen to each trainee practice teaching a letter.)

5. Give the Tutor Competency Evaluation at the 5th session of the workshop. We suggest that trainees be asked to completeas much of the Evaluation as they can from memory. Then continue as an "open book" quiz using TUTOR.

It is important that the trainees realize that they needen't memorize everything but should know where to go for the answers. Local leaders might want to allow time for discussion of the evaluation at the 6th session when they will return the evaluation to trainees with appropriate comments.

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TUTOR COMPETENCY EVALUATION

1. What is the approximate number of adult functional illiterates in the U.S.A.?

   Ten thousand / / Twenty-three million / / One million / /

2. Am I aware of the problems faced by non-readers? Yes / / Not entirely / /

3. Am I really free of a critical attitude toward non-readers? Yes / / No / /

4. Am I willing to be patient with my student's slow progress, if this is necessary?

   Yes / / Not sure / /

5. Do I feel I can be consistently encouraging to my student by appreciating small gains while is/she is on the way to a larger goal?

   Yes / / Not sure / /

6. When will I test my student? How?

7. List two things I can find out about my student's reading needs after giving the READ Test.

   1.
   2.

8. What are the four teaching strategies?

   1.
   2.
   3.
   4.

9. Give two advantages of using the Experience Story as a teaching tool.

   1.
   2.

10. Write up a short Experience Story and tell how you'd teach it. (Use the back of this sheet of paper.)

11. What steps would you go through to teach "where" as a Sight Word?

12. How would you teach the letter "s"?

13. Describe the technique you would use to teach the following words:

late

boy

sing

14. List the approaches you would use to apply all techniques to a given lesson in a workbook.

15. Provide at least one example of:

a. A short-term goal:

b. A long-term goal:

16. Describe at least two ways in which a lesson plan can be effectively used each time you meet with your student.

1.

2.

17. List four motivational aids that could be used in teaching reading.

1.

2.

3.

4.

Name_____Date_____

LITERACY VOLUNTEERS OF AMERICA, INC.

Objectives - Basic Reading Tutor Training Workshop (BRW)

OBJECTIVES FOR SEGMENT A

INTRODUCTION

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. Define a functional illiterate .
2. Define and demonstrate (a) manuscript writing and (b) cursive writing
3. Describe the work of LVA in the field of adult illiteracy
4. Describe the characteristics of two types of adult students
5. List the necessary steps in a first meeting with a student.

OBJECTIVES FOR SEGMENT B

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. Define Experience Story
2. List at least two advantages of using the Experience Story as a teaching tool.
3. Demonstrate the steps to be followed in applying the Experience Story
4. Describe how the Experience Story can be used with students ranging from non-readers to advanced
5. Describe how the tutors can utilize magazines and newspapers in teaching
6. Describe how to use an Experience Story file to aid students who are having difficulty with words.

OBJECTIVES FOR SEGMENT C

SIGHT WORDS

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. List two definitions of reading;
2. Select appropriate materials based on an understanding of his/her student;
3. Define the term sight words, describing the two categories of words usually classified as such;
4. List several examples of the "common sight words";
5. Demonstrate the steps to be followed in teaching sight words;
6. Demonstrate the use of sight words in building sentences.

OBJECTIVES FOR SEGMENT D

PHONICS (CONSONANTS)

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. Explain why phonics is such an important part of a lesson;
2. Demonstrate the ability to verbalize the sound each consonant represents as presented in the workshop;
3. Explain in terms understandable to a student that each letter in a word is a symbol for a corresponding sound;
4. Demonstrate the technique for teaching individual consonant letter sounds as explained in the workshop;
5. Describe how to use newspapers or magazines as supplemental materials when teaching phonics;
6. Construct a "letter-sound dictionary";
7. Identify those consonants which have sustaining sounds and therefore are probably most easily learned by beginning readers.

OBJECTIVES FOR SEGMENT E

WORD PATTERNS

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop the participants will be able to:

1. Describe the skills needed before beginning the words-in-pattern techniques;
2. Demonstrate the teaching technique for teaching "words-in-pattern";
3. Demonstrate the use of a technique to help students who have difficulty rhyming;
4. Identify some letter clusters which occur frequently and are valuable for the student to know as a unit;
5. Help the student recognize new words in his reading vocabulary by suggesting patterns on which to build;
6. Help the student build up associations between letter clusters and their sounds so that when he meets a word he has never seen he has a way to divide it into parts, to try out a pronunciation.

OBJECTIVES FOR SEGMENT F

READ TEST

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. List two purposes which the READ Test serves;
2. Identify the purpose of Part I of READ;
3. Identify the part of the READ Test which shows the student's strengths and weaknesses in word attack skills;
4. Determine word recognition and reading/listening comprehension level of a student by using Part III of the READ Test;
5. Explain the purpose of testing to the adult student in a way that will not frighten him/her;
6. Determine when a testing session should be stopped;
7. Administer and interpret all sections of the READ Test;
8. Use the Test summary sheet to record testing data.

OBJECTIVES FOR SEGMENT G

APPLYING ALL TECHNIQUES

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. Define the four techniques thus far for teaching of reading;
2. Apply all techniques in teaching a lesson;
3. Determine which teaching techniques to use, given a hypothetical student problem.

OBJECTIVES FOR SEGMENT I

LESSON PLANS AND GOALS

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. Describe the difference between long term and short term goals, giving an example of each;
2. List two reasons for using a lesson plan;
3. List the four parts of the teaching sequence to be used in instruction;
4. Describe the two ways in which a lesson plan can be used during an actual teaching session;
5. List three elements of a good lesson plan;
6. Construct a lesson plan based on the individual needs of a student.

OBJECTIVES FOR SEGMENT J

STUDENT MOTIVATION AND REINFORCEMENT

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. List five motivational aids apart from books that are common to most households;
2. List two application forms that must be completed which can be of great importance to the student;
3. List two props that can form the basis for an Experience Story;
4. Give three reasons for writing or sending postcards or letters to a student;
5. Demonstrate how to re-write a news story;
6. List two commercial games that can be played with a student to increase his reading ability;
7. Describe incentive plans;
8. Demonstrate the use of graphs in charting a student's progress;
9. List three uses of a tape recorder when working with a student;

LITERACY VOLUNTEERS OF AMERICA, INC.

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

EVALUATION

PLEASE CHECK YOUR REACTIONS TO THE FOLLOWING QUESTIONS:

HIGH RATING — LOW RATING

1. Do you feel you are familiar with the materials in your trainee's kit?

1 2 3 4 5 6

2. Do you feel you have a sensitivity to the people you will be working with?

1 2 3 4 5 6

3. Do you feel you have understood the techniques given in the workshop?

1 2 3 4 5 6

4. Do you feel comfortable in being able to use the techniques, realizing it will take actual practice to be really competent?

1 2 3 4 5 6

5. Did you feel the format (slide/tape presentation, live demonstrations, and OTO practice) was helpful?

1 2 3 4 5 6

6. Did you feel the presentation of the READ Test was adequate?

1 2 3 4 5 6

7. Did you feel the guest speaker (if any) was appropriate and helpful?

1 2 3 4 5 6

8. Did you feel having actual demonstration students was helpful?

1 2 3 4 5 6

9. Do you feel you have an understanding of the range of materials available in the library?

1 2 3 4 5 6

10. Do you feel you have an adequate grasp of the contents of the workshop?

1 2 3 4 5 6

11. Are you comfortable with your knowledge of teaching, knowing you have support from the organization, in going to meet your new student?

1 2 3 4 5 6

12. Was the pace of the workshop — too fast / / too slow / / just right / /

13. Were the homework assignments — helpful / / not helpful / / too much / /

14. Were the case histories — helpful / / not pertinent / / good / /

Other comments and suggestions:

_____

_____

_____

_____

Your name (optional)_____Date_____

LITERACY VOLUNTEERS OF AMERICA, INC.

POST-WORKSHOP INSTRUCTIONS

1. After five sessions of training, many volunteers feel more confident and enthusiastic about tutoring and are willing to commit themselves to a larger range of teaching hours and students. Some volunteers have additional talents and time and are willing to offer those. Keep a file of volunteers' talents for future reference as you need jobs done.

   Constant evaluation of your tutor training is important. Participants' comments are most helpful. The following form can be used:

Workshop Follow-Up

Tutor's Name_____
Date available to start tutoring_____
_____Morning _____Afternoon

_____5 to 6 p.m. _____Evening

Preference: _____Man _____Woman

_____Teen in school

Area (if limited)_____

Other Volunteer Jobs

Student recruitment	Newsletter
Office help (regularly, or on call)	Typing
OTO Leader	Library
Advisor/supervisor	Speaker
Tutor recruitment	Other

2. A sense of accomplishment goes with the ending of a workshop. To tie up the ends, here are some suggestions:

   a. Write thank you notes to OTO leaders, demonstration students, your workshop host.

   b. Write up 6 by 9 cards for each tutor. Be sure information on new tutors is filed, including OTO leader's comments, date of training, etc.

   c. Assign tutors to advisors/supervisors (if this is not done at the workshop), notifying both tutor and advisor/supervisor. Write the name and address of the advisor/supervisor on the tutor's card.

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE (ESL)

WORKSHOP LEADERS PACKET

by

Ruth J. Colvin

NOTE: On your ESL Workshop Script, Segment A, please add "stop tape" after Slides A-50 and A-93 to give time to practice with local leader.

ERRATA: Note error in tape, Segment A(b) Testing. With the revised scoring, the demonstration student's ESL Level is II (not III). Local leader: Please correct this alive.

11/76

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

LEADERS' PACKET

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ESL Segment	Segment Name	Time	Slides	Page
A	Orientation, Listening Comprehension, Testing	35 min.	A1-101	A1-A28
B	Getting Started	10 min.	B1-45	B1-B10
C	Visual Aids	14 min.	C1-60	C1-C13
D	Teaching Language Skills	16 min.	D1-79	D1-D16
E	Basic Techniques	24 min.	E1-116	E1-E25
F	Other Cultures, Citizenship	10 min.	F1-30	F1-F8
G	Survival Skills	14 min.	G1-38	G1-G14
H	Goals and Lesson Plans	25 min.	H1-61	H1-H24
I	Intercultural Communication	34 min.	I1-134	I1-I25

LITERACY VOLUNTEERS OF AMERICA, INC.

Instructions for Leaders of

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

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GENERAL INSTRUCTIONS

1. Segments A through H are the basic segments of the ESL workshop on slides and tapes. Leaders may alter the order in which they are presented, but all of these are considered essential elements of the Literacy Volunteers of America, Inc. English as a Second Language Tutor Training Workshop, and must be used. Leaders may elect to cover the information included in other areas (library, human interest stories, local problems of ESL, etc.) in various ways.

   It is recommended that the workshop be given during 4 sessions and that a 5th in-service session be scheduled a month or two later. It is recommended that the 5th session be a required part of the training and that the workshop completion certificates be awarded at the 5th session. Therefore, arbitrary divisions by sessions have been made. Workshop leaders may want to alter these divisions and times to fit local situations, but Literacy Volunteers of America, Inc. recommends that no session exceed 3½ hours and that the ESL-TTW in 4 sessions extend over at least a 10-day period.

2. Plan place and dates of workshop. Create the physical set-up of the workshop room for the comfort of the trainees and the convenience of the leaders. Make sure the room can be darkened for the slide presentations.

3. Enlist volunteer assistance: (a) workshop co-leader, (b) OTO leaders, (c) technician to run the slide projector and cassette tape recorder, (d) helpers for coffee breaks. (You may want to ask an outside group, such as a civic or religious organization to be responsible for the coffee breaks-an excellent PR opportunity.)

4. Review schedule for ESL Tutor Training Workshop (see pages 3-3d) Preview the cassette tapes and slides. A complete run-through is recommended with all leaders, including the technician, present. This serves as a review and a safeguard against technical problems.

5. A demonstration can be a review of, or comments on, the tapes and slides just presented, by the leader and/or a response type of demonstration involving the trainees.

6. OTO (One to One) Planning:

   a. Assign OTO leaders to designated sessions.
   b. Mail the OTO leaders their instructions in advance. Include the workshop schedule and notes on the specific OTO sessions. (Pages 5-5j).

c. OTO AID cards are recommended for each table. (See pages 5d-5j) These cards are for quick reference, stating step-by-step procedures of techniques to be practiced. Use I SPEAK ENGLISH as a guide.
d. Rotate either trainees or OTO leaders or both, so that trainees have a variety of OTO leaders as instructors.

7. Order material for trainee kits well in advance. (See page 6) The recommended number of trainees in an ESL Tutor Training Workshop is twenty.

8. Review ESL Tutor Competency Quiz (Pages 12-12c)
Leaders should familiarize themselves with the objectives of each segment of the workshop, and review them at the end of each session.

9. Check list of materials to have on hand, arranging for their delivery to the workshop room.

a. Registrar's materials: attendance and fee records, name tags, pencil, paper.
b. Trainees' kits (page 6)
c. ESL library and picture file (Page 9)
d. ESL Initial student report forms for use of trainees in Segment A.
e. Wall Chart - ESL TTW Overview (Page 7)
f. AID cards for OTO Sessions (Pages 5d-5j)
g. OTO Leaders' Trainee instructions (if not mailed earlier) and evaluation sheet.
h. Homework assignment sheets (Page 10)
i. Tutor certificate cards (Order from LVA, Syracuse, New York)
j. Slide projector (extra bulb as a safeguard), slides, cassette tape recorder and tapes.
k. Coffee and supplies for coffee break
l. ESL students' Case Histories (Pages 11-11a)
m. Tutor Competency Quiz (Pages 12-12c)
n. Workshop Evaluation Sheets (Pages 14-14a)
o. Material for all demonstrations (Pages 4-4e)

10. It is suggested that ESL students who have been in the LVA program be invited as demonstration students and guests. It is important for the trainees to become acquainted with the various types of students they will be working with, in order to give them confidence and enthusiasm as they are about to meet their own ESL students. It is suggested that ESL students come with their tutors, and be introduced and treated as guests. If these students will tell about their country or their experiences in the USA, or their families, this will be most interesting to the trainees. Possibly the ESL students would go to individual OTO tables and let the trainees practice techniques they have just learned with them.

If you have someone in your community who has either been teaching ESL students or working with international students at a college or university or within the community, he/she could bring much to your training sessions in an informal talk.

11. Assign ESL students to tutors. Include information about the ESL student, the tutor's advisor/supervisor, local procedural instructions. There are alternate ways to assign a student:

    a. Make assignments at the end of the 4th session. If this is done, we suggest that those who are not assigned students at this time be notified individually before the 4th session, or a general announcement should be made explaining the problem of matching tutors and students.

    b. Make assignments individually by phone or letter after the 4th session.

12. Make plans for the 5th session, and discuss the possibility of holding small tutor-student conversation meetings.

13. Check Post-Workshop Instructions (Page 1-c)

OBJECTIVES

There are objectives for each segment included in this Leaders' Packet (Pages For those who want to include them in the Tutor Training Workshop, we suggest they be read prior to each segment's slide presentation and again reviewed after the final OTO session. We do recommend that the leaders not only read them, but be aware of their significance as he/she plans the workshop.

LITERACY VOLUNTEERS OF AMERICA, INC.

POST-WORKSHOP INSTRUCTIONS

1. After five sessions of training, many volunteers feel more confident and enthusiastic about tutoring and are willing to commit themselves to a larger range of teaching hours and students. Some volunteers have additional talents and time and are willing to offer those. Keep a file of volunteers' talents for future reference as you need jobs done.

   Constant evaluation of your tutor training is important. Participants' comments are most helpful. The following form can be used.

WORKSHOP FOLLOW-UP

Tutor's name_____
Date available to start teaching_____

_____Morning _____Afternoon
_____5-6 p.m. _____Evening

Preference _____Man _____Woman

Area (if limited)_____

Other Volunteer Jobs

Student recruitment	Typing
Office help (regular or on call)	Newsletter
OTO Leader	Library
Supervisor	Speaker
Tutor recruitment	Other

Comments on Workshop

(Which parts you particularly liked or felt most valuable; suggestions; criticisms)

2. A sense of accomplishment goes with the ending of a workshop. To tie up the ends, here are some suggestions:

   1. Write thank you notes to OTO leaders, demonstration students, your workshop host.

   2. Write up a 6 by 9 cards for each tutor. Be sure information on new tutors is filed, including OTO Leader's comments, date of training, etc.

   3. Assign tutors to supervisors (if this was not done at the workshop), notifying both tutor and supervisor. Write supervisor's name and address on tutor's card.

   4. Review Tutor Competency Quiz. Write encouraging comments on each examination. Return to volunteer tutor.

Initial Student Report - ESL

LITERACY VOLUNTEERS OF AMERICA, INC.

Date: _____

Affiliate: _____

Name: _____ Phone: _____
Last First Initial

Address: _____ Sex___ Age___

Contact Date: _____ Tutoring Started: _____

Primary Language: _____ Other Languages: _____

Referred by: _____ Agency or Relationship: _____

Program: Teen-in-School____ ABE____ Correction____ Migrant____ Industry____
Hospital____ Library____ General____

Tutor: _____ Student Liaison person: _____

Test Results
ESL Student Placement Test
Circle correct ESL Level:
0 1 2 3 4
Date Test completed: _____
Testor: _____

READ Test (Optional)
Instructional Level for:
A Word Recognition _____
B Reading Comprehension _____
C Listening Comprehension _____

SUPPLEMENTARY STUDENT INFORMATION

Native Country _____

Ethnic Background: White ___ Black ___ Oriental ___ Native American ___ Other _____ (Specify)

No. years schooling in native country _____ No. years studied English _____

Employment: Occupation _____ Employer _____

Unemployed _____ Not in labor market _____ Welfare: Yes ____ No ____

Marital Status _____ No. of children _____

Personality traits relevant to tutoring situation _____

Special reason for seeking help _____

Available for tutoring: Time _____ Place _____

Additional comments:

Data recorded by _____

(BUFF 5" x 8" CARD)

Annual Student Report (ESL)

LITERACY VOLUNTEERS OF AMERICA, INC.

Date _____

Affiliate _____

Name _____ Phone _____
Last First Initial

Address _____

No. of hours tutored since previous report _____ Total hours _____

Status of student:
Continuing _____ Discontinuing _____
Reason if discontinuing: _____

Status of tutor:
Continuing _____ Discontinuing _____
Reason if discontinuing: _____

Tutor: _____ Meeting time and place _____

Test Results
ESL Student Post-test
Circle correct ESL level
0 1 2 3 4
Date testing completed _____
Tester _____

READ Test (Optional)
Instructional level for:
A Word Recognition _____
B Reading Comprehension _____
C Listening Comprehension _____

SUPPLEMENTARY STUDENT INFORMATION

Employment changes since previous report:
New Job (specify) _____ Lost job ___
Improved job (specify) _____ Not in labor market ___

Welfare status change to: _____on _____off No change _____

Tutoring materials used:

Tutor's evaluation of student:
Progress in Conversational English _____
Progress in reading _____ writing _____
Changes in attitude _____
Additional Comments:

(BLUE 5" x 8" CARD)

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

SCHEDULE

(Five 3½ hour sessions)

SESSION I

Time		
35 minutes	1.	a. Registration. Distribute trainees' kits and name tags, collect fees, distribute condensed workshop schedules to trainees. Instructions to OTO leaders ideally will have been mailed in advance. If not, distribute at this time. b. Introduce leaders and participants. c. History and purpose of Literacy Volunteers of America, Inc. and local Literacy Volunteers program, providing this is a separate workshop, not following the regular LVA Basic Reading workshop. Include the need for teaching ESL. d. Have trainees keep ESL Placement Pre-test in front of them for use later in the session.
5 minutes	2.	Brief overview of ESL-TTW with explanation of format to be followed, i.e. instruction, demonstration, practice.
5 minutes	3.	Review of Trainees' Kits
22 minutes	4.	*ORIENTATION, LISTENING COMPREHENSION-ESL Segment A (a) (Part a includes slides A1-A-93).
10 minutes	5.	Demonstration #1 Listening Comprehension
10 minutes	6.	OTO #1 Listening Comprehension
15 minutes	7.	Coffee Break
15 minutes	8.	*TESTING - ESL Segment A (b) (Part b starts with slide A-94)
10 minutes	9.	Questions on Testing
10 minutes	10.	*GETTING STARTED - ESL Segment B

*Slides/Tapes

Time		
5 minutes	11.	Demonstration #2 Getting Started
20 minutes	12.	OTO #2 Getting Started
10 minutes	13.	*OTHER CULTURES, CITIZENSHIP - ESL Segment F
5 minutes	14.	Homework - Questions

TOTAL TIME 180 minutes

SESSION II

30 minutes	1.	a. Attendance - Name Tags b. Collect and discuss homework c. Review of last session, preview of this session.
14 minutes	2.	*VISUAL AIDS ESL Segment C
10 minutes	3.	Demonstration #3 Visual Aids
10 minutes	4.	OTO #3 Visual Aids
14 minutes	5.	*SURVIVAL SKILLS - ESL Segment G
5 minutes	6.	Demonstration #4 Survival Skills
10 minutes	7.	OTO #4 Survival Skills
15 minutes	8.	Coffee Break
5 minutes	9.	*BASIC TECHNIQUES ESL Segment E (a) Substitution Drill
5 minutes	10.	Demonstration #5 Substitution Drill
5 minutes	11.	**OTO #5 Substitution Drill
5 minutes	12.	*BASIC TECHNIQUES ESL Segment E (b) Response Drill
5 minutes	13.	Demonstration #6 Response Drill
5 minutes	14.	OTO #6 Response Drill
3 minutes	15.	*BASIC TECHNIQUES ESL Segment E (c) Transformation Drill
5 minutes	16.	Demonstration #7 Transformation Drill

** It is suggested that trainees stay in their same seats, turning to view Segment E and turning back again for OTO's 5,6,7,8.9

Time		
5 minutes	17.	OTO #7 Transformation Drill
2 minutes	18.	*BASIC TECHNIQUES ESL Segment E (d) Backward Buildup
5 minutes	19.	Demonstration #8 Backward Buildup
5 minutes	20.	OTO #8 Backward Buildup
9 minutes	21.	*BASIC TECHNIQUES ESL Segment E (e) Dialogue
5 minutes	22.	Demonstration #9 Dialogue
10 minutes	23.	OTO #9 Dialogue
5 minutes	24.	Homework - Questions

TOTAL TIME 195 minutes

SESSION III

15 minutes	1.	a. Attendance - Name Tags b. Collect and discuss homework c. Review of last session, preview of this session
16 minutes	2.	*LANGUAGE SKILLS - ESL Segment D
10 minutes	3.	Demonstration #10 Language Skills
20 minutes	4.	OTO #10 Language Skills
20 minutes	5.	Review of ESL Library/Picture File
20 minutes	6.	Coffee Break (opportunity to look over library)
30 minutes	7.	*GOALS AND LESSON PLANS ESL Segment H
10 minutes	8.	Demonstration #11 - Verb tenses (Advanced Student)
10 minutes	9.	OTO #11 Work on verb tenses (optional)
5 minutes	10.	Demonstration #12-Explanation of Lesson Plans to specific case histories
25 minutes	11.	OTO #12 Lesson Plans Using Case Histories
20 minutes	12.	Share results of lesson planning
10 minutes	13.	Questions - homework

TOTAL TIME 180-190 min.

SESSION IV

Time		
30 minutes	1.	a. Attendance, Name Tags
		b. Collect and discuss homework
		c. Review of last session, preview of this session.
30 minutes	2.	Guest Speaker, preferably on sensitivity to other cultures. Opportunity for trainees to ask questions.
45 minutes	3.	Demonstration students
25 minutes	4.	Coffee Break, with guest and ESL students
25 minutes	5.	Trainees' Quiz
5 minutes	6.	Evaluation of Workshop
10 minutes	7.	Assign students and teacher advisors
10 minutes	8.	Questions - homework. Discuss Session V.

TOTAL TIME 180 minutes

SESSION V

We suggest that Session V be held 4-8 weeks after Session IV. By that time, most of your trainees will have been assigned a student and have begun tutoring.

10 minutes	1.	Attendance and name tags
45 minutes	2.	Each tutor will be expected to give a vignette of his/her student (in 1-3 minutes; we suggest the use of a timer.) A suggested format for the tutor's use: student's name, age, sex, family, country, language(s), background (educational and professional) and ESL Level.
15-30 min.	3.	Small group discussions. Divide trainees into 3 group and appoint reporters.
		a. Those with students at Level I
		b. Those with students at Levels II and III
		c. Those with students at Level IV

Time	Suggested topics for discussion:
	a. What have you left with your student as homework?
	b. Are you using all the techniques you learned?
	c. Have you included in your lesson plans: listening? All techniques for speaking?
	d. Creative ideas that have worked.
	e. Problems
15 minutes	4. Reports from each group
15 minutes	5. Coffee Break. (Suggestion: Tutors should seek out other tutors with similar problems with their students.)
5-10 minutes	6. Tutors might consider a monthly meeting with 2 or 3 tutors and their students for social conversation. Endeavor to include only students from <u>different</u> countries so students must communicate in English.
20 minutes	7. Leaders give suggestions for solutions of problems, asking the tutors to share their ideas.
10 minutes	8. Review ESL library
15 minutes	9. Presentation of Tutor Certificates

LITERACY VOLUNTEERS OF AMERICA, INC.

SUGGESTED DEMONSTRATIONS BY WORKSHOP LEADERS

(Following tapes/slides, before OTO sessions)

At the beginning of each session, leader reviews what was done at previous session and previews what will be done at this session. (See Objectives in Leader's Packet. (Pages 13-13c ; and Overview (Page 7)

At the beginning of each session, leader reviews "Colvinese."

S coo shimba	(It's a pencil)
Coo S a?	(What's this?)
S coo shimba	(It's a pencil)
S coo koobka	(It's a book)
Coo S a?	(What's this?)
S coo koobka	(It's a book.)

(Goal: at the final session trainees can understand "Colvinese" and speak it with ease.)

DEMONSTRATION #1. Listening Comprehension (After Segment A (a) (Chapter 7 I SPEAK ENGLISH)

Review commands (stressing action to check comprehension).
Demonstrate a "quickie" lesson using colored paper.

DEMONSTRATION #2. Getting Started (After Segment B) (Chapter 5, I SPEAK ENGLISH)

1. Cues and Signals

Leader demonstrates 5 signals asking trainees to tell their meanings:

a. (Listen) cup ear, put finger to lips, meaning "shh!"

b. (Repeat) point to trainees, use charade gesture meaning "come on."

c. (Respond) stretch open hand, palm up, to trainees, suggesting "You speak."

d. (Tutor responds) point to self as you start talking.

e. (Speak together) point to self and gesture as in charades to trainees to respond with you.

2. Give a sample sentence, i.e., "I'll meet you at the library at 6 o'clock", to make trainees aware of common pitfalls. Have trainees repeat sentence,

   a. overarticulating
   b. speaking too slowly
   c. speaking too loudly
   d. giving incorrect intonation
   e. giving incorrect stress
   f. saying the sentence naturally.

3. Practice greetings

DEMONSTRATION #3. Visual Aids (After Segment C) (Chap. 8 I SPEAK ENGLISH)

1. Main concern is action verbs:

   Act as you talk (for trainees' comprehension).
   Demonstrate a few action sentences (with action.)
   Trainees repeat sentences with action.

2. Show sample stick figure cards from ESL Library and discuss use.

3. Show one picture from ESL picture library. Solicit ideas from trainees on how to use picture.

DEMONSTRATION #4. Survival Skills (After Segment G) (Chap. 6 I SPEAK ENGLISH)

Demonstrate the use of "Survival Kit":

alphabet
number cards
price tags
play money
neighborhood map
cardboard clock
calendar
menu

DEMONSTRATION #5. Substitution Drill (Segment E (a)(Page 33 I SPEAK ENGLISH)

1. Review premise of substituting only one word. Give examples.

2. Drill - practice giving numbers to give trainees a more difficult task, i.e.,

Leader - 436824
Trainees - repeat number
Leader - 436827
Trainees - repeat number

Repeat several times and substitute only last number. Then ask trainees the first full number. They'll probably remember first 5 at least.

3. Advanced substitution drill

The man is sitting on the chair.
(Gesture to trainees to repeat)
Then substitute: boy, standing, floor.

DEMONSTRATION #6. Response Drill (Segment E (b) (Page 34 I SPEAK ENGLISH)

1. Use any pictures without words to demonstrate response drill. Remind trainees that tutor gives response before asking the question, i.e.

Leader - This is the mother.
Student - This is the mother.
Leader - Who is this?
Student - This is the mother.

If the student repeats the question instead of giving the answer, the tutor models the correct answer.

2. Discuss more advanced students and how to work using questions. Tutors must encourage the students to say more than "yes" or "no." Word the questions so that a longer response is needed.

Trainees are to answer these questions aloud. (Note that phrasing questions different ways solicits various responses.)

1. Are you going home after the workshop?
   (Yes - No)
2. Where are you going after the workshop?
   (Home - Visiting, etc.)
3. Are you going home or out for coffee?
4. Can you describe exactly what you do on your job?

DEMONSTRATION #7. Transformation Drill (Segment E (c) (Page 35 I SPEAK ENGLISH)

Review the three types of transformation drill:

a. Positive to negative
b. Statement to question
c. Two statements combined into one

Give examples of advanced transformation drill, having trainees respond as students:

Leader - Joe is busy.
Student - Joe is busy.
Leader - not...
Student - Joe is not busy.

Leader - Joe is worried.
Student - Joe is worried.
Leader - (show question mark)
Student - Is Joe worried?

Leader - Joe is busy. Joe is worried.
(Motion to trainees to put the two sentences together in one sentence)

Student - Joe is busy and worried.

DEMONSTRATION #8. Backward Buildup (Segment E (e) (Page 37 I SPEAK ENGLISH)

Leader - I'll meet you at the party at Jack's house at 8 o'clock next Friday.

(Use backward buildup, starting with last phrase, after trainees have attempted to repeat the entire sentence.)

This is easier for the trainees than it will be for actual students, since they speak English. For a feeling of frustration, use numbers:

Leader - 639-472-851 (Gesture to repeat)

If trainees repeat this easily, add a 4th set of three numbers. Use backward buildup, in phrases, starting with the last three numbers.

If the local leader can speak another language, it is suggested that he/she say a rather long sentence in this language. Then teach it using backward buildup.

DEMONSTRATION #9. Dialogue (Segment E (e) (Page 39 I SPEAK ENGLISH)

1. Keep the demonstration dialogue simple.
2. Review all steps aloud.
3. Go through all steps with the demonstrated dialogue, the trainees acting as the student.
4. Remind trainees that they can use all techniques to help their students in dialogue.

DEMONSTRATION 10. Language Skills (Segment D) (Chapt. 9 I SPEAK ENGLISH)

1. Remind trainees of goals: Student must listen, understand and speak. Tutor models and student repeats.

2. Ask, "How would you correct your student if he/she said, 'Tomorrow at library you meet me'"? Solicit answers from trainees. Tutor models correctly.

3. Remind trainees that word order is important. "Throw the horse over the fence some hay."

4. Discuss teaching vocabulary. Ask trainees to tell how to teach new vocabulary (in sentences, using substitution drill, rather than word lists.)

5. Discuss the use of minimal pairs. Give short demonstration of confusing words ("vest", "best", or "vat", "bat.")

6. Discuss the importance of comprehension. Ask trainees to give the ways suggested on the tapes to help students understand what is said:

    a. questions
    b. objects - include colored paper
    c. actions
    d. stick figures
    e. pictures
    f. back-to-back directions

DEMONSTRATION II. Verb Tenses with more advanced student (Page 57, I SPEAK ENGLISH)

Our ESL workshop seems to stress working with Level I and Level II students. But remember: all the techniques given can be adapted to any ESL student at any level who wants help in Conversational English, who needs tutoring in listening, understanding and speaking English.

This is a demonstration of one way of working with more advanced students on present and past progressive tenses.

The leader gives a trainee acting as the student a comb, and by motions, suggests she comb her hair. Give the student a cue card which reads "I comb hair."

Leader: What are you doing?
Student: I comb hair. (Reading from cue card)
Leader: I'm combing my hair.
Student: I'm combing my hair.
Leader: What are you going?
Student: I'm combing my hair.

The leader gives the trainee acting as the student a cue card reading, "You read book". The leader then reads a book.

Leader: What am I doing?
Student: You read book. (Reading from cue card.)
Leader: You're reading a book.
Student: You're reading a book.
Leader: What am I doing?
Student: You're reading a book.

Past Progressive Tense

Student combs hair, leader reads a book, and a bell is rung.

Leader: What were you doing when the bell rang?
Student: I comb hair. (Reading from cue card)
Leader: I was combing my hair.
Student: I was combing my hair.
Leader: What were you doing when the bell rang?
Student: I was combing my hair.

Leader: What was I doing when the bell rang?
Student: You read book. (Reading from cue card)
Leader: You were reading a book.
Student: You were reading a book.
Leader: What was I doing when the bell rang?
Student: You were reading a book.

Because the student is acting as he talks, he has no time for translating. The action should be fast with quick modeling and response. Because it must be a quick response, he has no time to be self-conscious. Either he answers quickly or you give him the answer in connection with the action.

DEMONSTRATION #12 Lesson Plans (Chap. 10 I SPEAK ENGLISH)

1. Refer trainees to Chapter 10 in I SPEAK ENGLISH.
2. Give each OTO group a different ESL Level student from case histories.
3. Ask each OTO group to make an actual lesson plan for their student.
4. Have each OTO group select a spokesman to present their lesson plan to the entire workshop.

4e

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

TUTOR COMPETENCY EVALUATION INSTRUCTIONS

Workshop leaders always have one important goal: to help each trainee become a competent Literacy Volunteer ESL tutor. The workshop leaders work as a team to achieve this goal. Some suggested ways are:

1. Enlist OTO Leaders' evaluation of both attitudes and skills of trainees at tables. Explain to the OTO leaders that they are the leaders' "eyes and ears" since it is obviously impossible for the leaders to be in all places at once.

2. Give each OTO leader a checklist of skills and attitudes to be evaluated. Explain to the OTO leaders that they will be attending different sessions of the workshop and will be responsible for evaluating the skills taught in their particular session. The checklist should act as a guide and should not be marked in the presence of the trainees but should be checked at the first possible moment.

3. Hold brief meetings with OTO leaders immediately after workshop sessions. Using the checklist, hold an informal analysis of each trainees progress, with special emphasis on evidence of sensitivity to potential students.

4. Explain to the OTO leaders that it is their responsibility to test each specific skill. (The OTO leaders at the first session will test for proficiency in administering the Placement test, for example, and those attending the workshop session teaching substitution drill will listen to each trainee give an example of the drill.)

5. Give the ESL Tutor Competency Quiz on the last session of the workshop. We suggest that trainees be asked to complete as much of the Quiz as they can from memory. Then continue as an "open book" quiz using I SPEAK ENGLISH.

It is important that the trainees realize that they needen't memorize everything but should know where to go for the answers. Local leaders might want to allow time for discussion. Leaders may wish to return the corrected quizzes to trainees with appropriate comments.

LITERACY VOLUNTEERS OF AMERICA, INC.

Instructions for One-to-One (OTO) Leaders of

English as a Second Language (ESL) Tutor Training Workshop

You have been chosen to serve as an OTO leader because of your experience as an ESL Literacy Volunteer tutor and your ability to work with others in small groups. As such, you are a most essential aid to the workshop for you will be a small group leader, supervising trainees as they practice one-to-one. After each training segment, the trainees are divided into small OTO groups of four or six. Each trainee should practice the techniques demonstrated with the OTO leader supervising.

The "plus" in all this for you will be a strengthening of your own understanding of how to teach English as a Second Language (ESL). The most common comment of OTO leaders after their first assignment in a workshop is "I've learned so much more this time. Going through the workshop again now that I've had teaching experience was even more valuable."

So - you'll learn as well as contribute valuable help.

Here are some general suggestions and guidelines that will help you be an even more effective leader.

1. Please sit at one of the tables with the trainees as they're divided into OTO groups.

2. Write the names of the trainees at your table on an evaluation sheet. Your evaluation of each trainee's performance and personality is helpful when assigning him to a student. Note his performance (i.e. excellent in substitution drill, needs help in backward buildup, etc.) and his personality (i.e. shy, talkative, understanding, nervous, confident, creative, etc.). Limited exposure may not permit complete evaluation but this, with the workshop leaders' evaluation, can give a profile of each trainee. Also, there is the reality of the occasional trainee who just does not understand the techniques taught. You will be doing a kindness to him, and to a potential student, by reporting this to the workshop leader. Then the decision can be made whether to suggest additional help to the trainee, or to suggest some other form of volunteer work.

   IMPORTANT! Keep these evaluation sheets <u>confidential.</u>

3. The workshop leader will give a demonstration of the techniques being taught before each OTO session.

4. The OTO sessions will be conducted in one of two ways. The workshop leader will announce which one is to be used:

a. in partners - divide your group in pairs. Keep yourself free to listen and help where needed.

b. in the round - the OTO leader starts with trainee on his/her left and each takes a turn at playing tutor and student, continuing around the table until all the material has been covered and all trainees have participated.

5. Please relate personal experiences as an ESL Literacy Volunteer tutor during the coffee breaks. The trainees are interested and it gives you a chance to talk about your student. The OTO sessions should be kept as practice sessions for the trainees.

6. General questions asked in an OTO session should be noted and brought before the entire group.

Be sure you know which segments of the workshop will be covered in the session or sessions at which you have agreed to work. A little mental review of these is wise. If you feel unsure of any of the segments, we recommend that you arrange to play these tapes prior to the workshop session, so that you feel ready to work with the trainees. Enclosed is a sheet with details of materials to have on hand, time allotted and techniques to be practiced at each OTO session.

Be punctual in arriving at the time the leader has suggested at the sessions, and sit at the table assigned you by the workshop leader. Try to learn the names of the trainees at your table as quickly as possible.

The leader may request that you demonstrate a technique with a trainee. In this case, the leader will have forewarned you, so that you have your demonstration planned.

Your help in all of this is, as we've said, very valuable. But remember, too, that your own attitude, your enthusiasm, and the satisfaction which you can report concerning your own experiences as a tutor, will be a big boost to the trainees. They will really be observing you.

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

OTO CHECKLIST OF TRAINEES' ATTITUDES AND SKILLS

Trainee's name	List. Comp.	Testing	Use of objects, stick fig. etc.	DRILLS Sub.	Resp.	Trans.	Back. Build.	Dial.	Sensitivity; Gen. Att.	Personality	Sur. Sk.	Lesson Plans

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

OTO SESSIONS

SESSION I

Time

10 minutes — OTO #1 Segment A (a) Listening Comprehension (Chapt. 7 I SPEAK ENGLISH)

Materials needed: Colored paper strips, variety of objects such as pen, book, purse, etc.

Listening Comp. AID Card #1

1. Trainees work in pairs.
2. Trainee-tutor gives commands and trainee-student follows with action (no words): point to, pick up, walk, etc.
3. Same team works with colored paper strips:

Action	Tutor says:
a. Pick up a paper (repeat for each piece)	"paper"
b. Tutor picks up blue paper (repeat for each color)	"the blue paper"
c. Tutor takes a paper	"I take the blue paper"
d. Tutor puts paper on table	"I put the blue paper on the table"
e. Tutor pushes paper toward student	"Take a blue paper"

20 minutes — OTO #2 Segment B Getting Started (Chapt. 5 I SPEAK ENGLISH)

Materials needed: Calendars, watch, objects (book, pen, etc.)

Getting Started AID Card #2

1. Trainees work in pairs, practice greetings.
2. Cues and Signals.

Action by Tutor	Message Conveyed
(a) Cup ear, put finger to lips, meaning "ssh."	"Listen"
(b) Point to trainee-student, use charade gesture	"Repeat"

5d

Getting Started — AID Card #2 (continued)

Action	Message Conveyed
(c) Stretch open hand, palm up, to trainee-student, suggesting "You speak"	Respond
(d) Point to self as you start talking	Tutor responds
(e) Point to self and gesture as in charades to trainee-student to respond with you.	Speak together

3. Practice naming objects as you identify them, substituting only one word:

   a. (object) "It's a book."
   b. (adjective) "It's a red book."

10 minutes — OTO #3 Segment C Visual Aids (Chapt. 8, I SPEAK ENGLISH)

Materials needed: paper, pencils, pens, picture library.

Visual Aids — AID Card #3

1. Practice modeling, repeating sentences:
   a. Use action verbs: "I'm walking", "I'm pointing, ", etc.
   b. Use objects in the room: "It's a window", "It's a door", etc.
   c. Draw stick figure demonstrating a sentence.
   d. Teach a sentence from a stick figure card.
   e. Teach a sentence or two from a picture in the picture file.

10 minutes — OTO #4 Survival Skills (Chapt. 6, I SPEAK ENGLISH)

Materials needed: pencil, pen, paper

Survival Skills — AID Card #4

1. Draw a simple neighborhood map and practice using it.
2. Draw clock faces, indicating different times, and practice using them.

5 minutes — OTO #5 Basic Techniques, Segment E(a) Substitution Drill (Page 33, I SPEAK ENGLISH)

Materials needed: objects, (yellow pencil, short pencil, red pencil, large book, small book, blue book, etc.)

5 minutes

Substitution Drill AID Card #5

1. Substitute object: "It's a book." "It's a pencil."
2. Substitute adjective: "It's a yellow book." It's a red pencil."
3. Substitute subject and verb: "I'm clapping. " "You're clapping."
4. Complex drill:

   Trainees are to give only one word to be substituted.

   Tutor: "I'm holding a pencil."
   Student: "I'm holding a pencil."
   Tutor: "...book."
   Student: "I'm holding a book."

5 minutes OTO #6 Basic Techniques, Segment E(b) Response Drill (Page 34, I SPEAK ENGLISH)

Materials needed: Pictures without words to insure comprehension.

Response Drill AID Card #6

Statement, Question, Statement repeated:

1. Statement modeled by tutor: "I'm going to the store."
2. Statement repeated by student: "I'm going to the store."
3. Question given by tutor: "Where are you going?"
4. Student's response: "I'm going to the store."

5 minutes OTO #7 Basic Techniques, Segment E(c) Transformation Drill (Page 35 I SPEAK ENGLISH)

Materials needed: Objects, i.e. pen, book, etc. Pictures without words.

Transformation Drill AID Card #7-a

Positive to negative

1. Tutor models, holding a book. "This is a book."
2. Student repeats: "This is a book."
3. Tutor models, holding a pencil, shaking head. "This is not a book."
4. Student repeats: "This is not a book."

5f

AID Card #7-a
(continued)

(More advanced drill)

1. Tutor models, holding picture of a girl.
   "This is a girl."
2. Student repeats:
   "This is a girl."
3. Tutor shows picture of a boy and gives the cue word "not."
   "Not...."
4. Student gives negative statement
   "This is not a girl."

Statement to question

AID Card #7-b

Statement to quest.

1. Tutor models:
   "This is a chair."
2. Student repeats:
   "This is a chair."
3. Tutor models, holding up ? cue card:
   "Is this a chair?"
4. Student repeats:
   "Is this a chair?"

(More advanced drill)

1. Tutor models:
   "This is a purse."
2. Tutor holds up ? cue card.
3. Student restates in question form:
   "Is this a purse?"

Two statements combined into one

AID Card #7-c

Two sentences combined

1. Tutor says:
   "This dress is new."
   "This dress is stylish."
2. Student repeats:
   "This dress is new."
   "This dress is stylish."
3. Tutor gestures to combine them, and says:
   "This dress is new and stylish."
4. Student repeats:
   "This dress is new and stylish."

5g

AID Card #7-c
(continued)

(More advanced drill)

1. Tutor models, gesturing to combine:

   "This dress is new."
   "This dress is stylish."

2. Student says:

   "This dress is new and stylish."

Restatement

Restatement AID Card #7-d

1. Tutor says:

   "I'm taking the bushel of apples to Mrs. Briggs the day after tomorrow. She will pay me $3.50 for them."

2. Student says:

   "You're taking the bushel of apples to Mrs. Briggs on Wednesday. She will pay you $3.50 for them."

5 minutes OTO #8 Basic Techniques, Segment E (d) Backward Buildup (Page 37 I SPEAK ENGLISH)

AID Card #8

Backward Buildup

1. Working in pairs, tutor repeats this sentence, teaching student by using backward buildup:

   "I met Joe at nine o'clock at the library on Park Street."

   (Make a slash mark between phrases and remember that your drill starts with the last phrase in the sentence.)

2. Working in pairs, tutor says a 9 or 12 digit number: 632-954-159 and asks trainee/student to repeat it. Use backward buildup.

5h

10 minutes OTO #9 Basic Techniques Segment E(e) Dialogue (Page 39 I SPEAK ENGLISH)

Dialogue AID Card #9

1. Tutor: Entire Dialogue
2. Tutor: First Sentence
   Student: First Sentence
3. Tutor: Each Sentence
   Student: Each Sentence
4. Tutor: Entire Dialogue
5. Tutor and Student: Entire Dialogue
6. Dialogue

   Tutor.....
   Student.....
   Tutor .....
   Student.....
7. Reverse the roles

Dialogue AID Card 9(a)

Suggested dialogue in a market:

- Can I help you?

  - Yes, I'd like potatoes and onions.

- How much do you want?

  - Five pounds of potatoes and a small beg of onions.

Suggested dialogue - going job-hunting

- I'm looking for a job.

  - This is the place. Fill out this form, please.

- Do you have a pen?

  -Yes, here's a pen.

- Thank you.

20 minutes OTO #10 Teaching Language Skills, Segment D (Chapt. 9 I SPEAK ENGLISH)

Materials needed: Objects, pictures

5i

Language Skills AID Card #10

1. Work in pairs.
2. Teach new vocabulary using words in one category, i.e. fruits, vegetables, household items. (Remember, no written words, teach in pattern)
3. Teach telling time, using clock faces you make.
4. Demonstrate minimal pairs when student is confused by: mouse-house, vet-wet, moon-noon.

10 minutes OTO #11 Verb Tenses (Page 57 I SPEAK ENGLISH)

Materials needed: bell, objects for action (cookies to eat, pennies to count, comb for combing hair, book for reading, etc.)

Verb Tenses AID Card #11

1. Work in pairs.
2. Practice using present tense:

   Trainee acting as tutor gives cookie to trainee acting as student and tells her to eat, while trainee-tutor combs own hair.

   Tutor asks, "What are you doing?" If the student gives the correct response, go on. If she says, "I eat cookie", tutor models it correctly. "I'm eating a cookie", motioning to student to repeat. Tutor combs her hair and asks, "What am I doing?" Model correct answer if student gives incorrect answer or hesitates. Continue with several action verbs.

3. Practice using past progressive tense.

   Tutor again has student eat a cookie while she herself is combing her hair. Leader rings a bell. Tutor asks, "What were you doing when the bell rang?" If student hesitates or gives an incorrect answer, tutor models,"I was eating a cookie." Tutor says, "What was I doing when the bell rang?" Correct student response should be, "You were combing your hair."

25 minutes OTO #12 Lesson Plans(Chapt. 10 I SPEAK ENGLISH)

Materials needed: A case history student, pen, paper.

Lesson Plans AID Card #12

1. Work as an entire OTO unit.
2. Select a spokesman or reporter.
3. Write up a lesson plan, including application of all techniques, materials and textbooks, and ideas specifically helpful to this student.
4. Share your plan with the entire workshop.

5j

NOTES FOR TRAINERS

I. Introduction — 10-15 minutes

This segment was designed to be part of the LVA English as a Second Language (ESL) Tutor Training Workshop. Its purpose is to make participants aware of the importance of the cultural differences which their students bring to each lesson, and how to recognize, work with, and adapt to those differences. The segment includes actual student stories narrated by the students. Participants will have to listen carefully because of the students' accents but then, they'll have to listen carefully to their own students.

The segment includes practice sessions on identifying prejudices, cultural differences, and communication skills.

The first part deals with the nature of culture and stereotypes and prejudices which tend to be fairly general. The second part of the segment discusses the communication process and the importance of acquiring listening skills. Trainers may want to add notes about materials available (see LVA Bibliography); various types of cultural differences which have caused problems in the area; successes and failures; etc.

II. Show Part A - Slides (1-63) and play tape — 10 minutes

III. Practice Session #1 - Identifying Prejudices — 10-20 minutes
(There are two practice sessions outlined. Use only one.)

a. Materials needed: 4 large sheets of newsprint; 4 magic markers.

The sheets of newsprint should have the beginnings of the following sentences:

Sheet 1: Blacks are.....
Whites are.....

Sheet 2: Jews are.....
Christians are.....

Sheet 3: Old people are.....
Teenagers are.....

Sheet 4: Women "libbers" are.....
Traditional women are.....

Divide into small groups (4-6 participants)
Each group will select a recorder or an OTO (one-to-one) leader can act as a recorder for each group
Each group is assigned a pair of sentences and is to complete its pair with as many descriptive words or phrases the group brings forth.

Instructions to groups:

"We've just seen some of the stereotypes we may have for various ethnic and national groups. Now let's try an exercise which

will focus on these. Say the first thing that comes to your mind as the completion to either (or both) your sentences. The stereotyped answer may or may not represent your own feeling but may be one held by others. Every answer will be accepted, and there will be no judgment made about any answer. You may be a bit apprehensive - or embarrassed about an answer. That's all right. We need all kinds of responses. The object is to identify some stereotypes that exist within and without ourselves and our own groups."

"You have five minutes for this exercise."

Process:

Identify prejudices presented in each one. The Recorder will read the list. More can be added by the entire group. Possible discussion questions:

1. Did I grow up believing in any of these stereotypes?
2. Has time changed my belief in any stereotypes?
3. Do I see any stereotypes which I still believe?
4. Do I see any stereotypes I seem to hold?
5. Why can't I change them or let them go?
6. Why are there differences within any group (teenagers, elderly, men, etc.)?
7. Would reading about another culture or group help open your eyes to things you hadn't suspected?
8. Has knowing someone well from any of these groups changed my acceptance in the stereotype?

Alternate Practice Session

b. Materials needed: 5 cards, each with one phrase - strongly disagree, moderately disagree, neutral, moderately agree, strongly agree.

Place cards along one wall. Participants are to move to the area which best represents their reaction to the various statements which are read. A recorder should note the spread of participants after positions are taken. Allow time for participants to observe the spread, also.

Instructions to group:

"Let's take a few minutes to explore stereotypes. All too often our thinking and our actions are based on stereotypes we've formed, consciously or unconsciously. While they are not desirable ends, they are important to consider because they affect our interaction with people. The same stereotypes are not shared by all individuals in a group. Nor does everyone hold a stereotype with equal strength. Let's show you a quick exercise.

I will read, one by one, four sentences for you to react to. By asking you to move to a particular place in this room we will be able to see variations in reactions. Before you begin to worry about what stereotypes are lurking in

you, we want to assure you that this exercise deals with the past. Turn the clock back a "few" years to your childhood. Think back to when you were ten years old, and be ready to decide how strongly you felt about the following statements as a ten year old."

Process:

The spread in reactions is as wide to these statements, as they are to more controversial ideas!

(If participants are to be "children")

Sentence 1: I wouldn't want to play with a black child.
Sentence 2: The best people in town go to my Sunday school (church, synogogue.)
Sentence 3: Mothers & fathers who don't speak proper English are queer.
Sentence 4: It wouldn't be right to have a Catholic president of the U.S.

(If participants are to be "adults")

Sentence 1: Abortion is the right of every women.
Sentence 2: Unions are ruining the economy.
Sentence 3: The answer to energy needs is nuclear power.

IV. Show Part B - Slides (66-110) and play tape — 13 minutes

V. Practice Session #2 - The Hokies and Heelots — 30-45 minutes

The purpose of this OTO is to have the participant experience the feelings that a student might encounter when put in the position of living in another culture where he is ignorant of the cultural rules. This practice session is extremely important because it provides the participant with the full impact of the Intercultural Communication segment as it deals with both culture and communication.

Materials Needed:

One envelope containing 10 red tokens for each trainee, and one for each "High Hokie" and "High Heelot". Tokens can be made of red construction paper.

Instructions to group:

1) For homework prior to practice session assign half the trainees to be Hokies (Handout #1&2, p. 8-9) and the other half Heelots. It is important that neither group know the Values and Mores of the other. If this practice is done during the first workshop session, Handouts 1&2 can be given out at the time of the practice. In either case, however, the High Hokie and High Heelot should have reviewed them prior to the practice.

Note: Workshop or OTO Leaders should take the part of the "High Hokie" or "High Heelot".

Your responsibilities are to:

1. Distribute tokens
2. Interpret the law
3. Enforce the law
4. Monitor the tasks
5. Appoint the emissaries

2) The OTO will be accomplished in two stages. In the first stage each group will interact amongst themselves amassing red tokens in keeping with the values and mores of the country. This will be done simultaneously by both groups. (10-15 minutes)

3) In the second stage 2 or 3 emissaries from each group will be sent to the other to obtain certain information which is outlined on the task sheet. (10-15 minutes).

During this second task, the Hokies and Heelots who are not emissaries will continue to interact among themselves as well as with the foreign emissaries.

While the emissaries' assignments are to obtain certain information from persons in the new culture, they are still free to interact with each other even though they are on "foreign territory".

This second stage can be performed with one set of emissaries from each group or you may recall the first set and send new emissaries so more trainees will share in this experience.

Process:

Draw a parallel between the trainees' reactions and those of the students. i.e. How did trainees feel? Compare the secure feelings experienced within their own culture to those they experienced when they had to leave or were "intruded" upon by "outsiders". What were their thoughts? In which ways did they feel restrained? Were they discouraged, perplexed, embarrassed, intimidated, etc.? Did they find themselves congregating in their own groups even in the other culture's territory? Did they have trouble communicating? What caused the problems? Where did breakdowns occur?

To avoid confusion review Values, Mores and tasks <u>separately</u> with each group just prior to start of OTO.

VI. Show Part C - Slides (111-124) and play tape 6 minutes

LVA has searched for the author of the "Hokies and Heelots" exercise, but without success. It is our understanding that it was first done at the United Nations.

VII. Pass out Handouts #3&4 (pp. 10-11) 5 minutes

"Communicating clearly is important. The student who cannot speak English and does not know our cultural rules for communication, such as the non-verbal signals we use, and our customs about what expressions are polite to say, feels frustration because his attempts to communicate result in misunderstanding or distortion. But communication is distorted even among people who use the same language, and this fact adds to the student's problems. It is therefore important for tutors to understand how communication works among those speaking the same language."

"Much communication depends on the LISTENER. His experiences, assumptions, perceptions, and emotions affect and influence his interpretations of a message. As listeners, we hear what we expect to hear. We often hear not what is said, but what we lead ourselves to believe is meant. The same set of facts may be interpreted differently by different people. Also, sometimes we tend to evaluate the person sending the message and accept or reject it based on our feelings about him."

Questions?

VIII. Practice Session #3 - Communication 30 minutes

Materials needed:

Issue cards (to be used with paraphrase exercise) (5 X 7 file cards halved with various hot issues written on each - gay rights, abortion, school busing, nude beaches, disarmament, nuclear power, drugs, premarital sex, national health insurance, death with dignity, etc. There should be an equal number of blank cards.)

a. Parroting

The purpose of the parroting exercise is to give trainees practice in keeping their attention on <u>exactly</u> what is said. In this exercise each trainee will work with a single partner.

Instructions to group:

"One way to practice listening is by parroting. In this exercise, each person will work with a partner. One person will start talking about a topic and the other will repeat exactly, word for word, what the first person says."

Demonstration:

Select two participants and have one begin talking briefly about a topic, (1 or 2 sentences) asking the other to repeat exactly. Ask trainees to count the number of times the second participant deviates from exact repetition. Discuss with the trainees briefly why the deviations occurred -- could the second participant have been inattentive? Did he just assume he knew what the first participant was saying?"

OTO:

"Choose a partner, and take a topic. You have five minutes for this activity."

b. Paraphrasing

The purpose of the paraphrasing exercise is to have trainees demonstrate that they can listen accurately by showing that they can restate what another person is saying in their own words without distortion. In the exercise, trainees will work in small groups, each containing an even number of people. Each group should receive an equal number of issue cards and blank cards, with the total number of cards being equal to the total number of people in the group.

Instructions to group:

"Paraphrasing is a technique developed by Carl Rogers to practice the art of listening. It is based on the fact that when a person is speaking, the listener begins formulating a response as soon as this own emotions are triggered by the speaker's words. In this way, the listener often misses part of the message sent by the speaker and misinterprets the intention."

Demonstration:

With two trainees selected previously, demonstrate the INCORRECT WAY and CORRECT WAY to interpret a message.

a. The incorrect way: deliberately misinterpreting the views expressed

Leader: "What are your views on capital punishment?"

Trainee: "I believe it is a suitable punishment under some circumstances like mass murder" (or other pro-capital punishment remarks.)

Leader: "So you believe the state has the right to commit murder when the individual doesn't have the right?" etc.

OR

Trainee: "I am opposed to capital punishment because I think it is inhumane: (or other anti-capital punishment remark).

Leader: "So you believe an individual should be allowed to get away with murder, with taking someone's life?" etc.

"This is an example of incorrect paraphrasing. When I supposedly was putting the speaker's views into my own words, I distorted them -- because as soon as I perceived that his views were different from mine, I became emotionally involved and stopped really listening."

b. The correct way: restating the news expressed accurately and confirming the accuracy of the statement.

Leader: "What are your views on capital punishment?"

Trainee: "I believe it is a suitable punishment under some circumstances like mass murder" (or other pro-capital punishment remark).

Leader: "So you think there are occasions when execution can be an approporiate way to punish a person, and that one such occasion would be in the case of a person who has committed mass murder. Is that right?" etc.

OR

Trainee: "I am opposed to capital punishment because I think it is inhumane" (or other anti-capital punishment remark).

Leader: "So you don't think execution is an appropriate way to punish a person, and the reason you disapprove of it is that you think it is inhumane. Is that right?" etc.

"This is an example of correct paraphrasing. I made sure not to distort the speaker's views when I put them into my own words, and I checked to make sure my paraphrase was accurate by asking the speaker for confirmation. Correct paraphrasing is what you will practice."

OTO:

"At each table there is a deck of cards. Some cards are blank. On others there are written emotional words. Select someone to deal the cards. Each individual who draws a card with an emotional word is to present his views on the issue involved to an individual who has drawn a blank card. Each of these listeners is to confirm what he hears by paraphrasing to the satisfaction of the group. (Change roles, so each trainee can be the one who paraphrases.)

"You have 15 to 20 minutes to complete this activity."

Process:

Discuss briefly the need to "hear" what is being said if communication is really going to occur. Talk about how the process broke down or was helped. (refer to Handout #4)

IX. Show Part D - Slides (125-139) and play tape — 5 minutes

X. Pass out Handout #5 - Conversation Starters — 6 minutes
(pp. 12-14) This is an additional help for tutors and is useful for getting cultural information from their students.

XI. Wrap-up - Notes for Tutors - Handout #6 — 10-15 minutes

INSTRUCTIONS - HOKIA

The success of this learning experience together, to a great measure, depends on your willingness to become totally involved and play the game "for real".

You are about to be born into a new culture. In real life certain important things occur from the moment of birth. When a child is born into a particular society, that society immediately sets in motion processes for bringing the child into contact with the culture. The child is taught a language, skills and a variety of knowledge. Values, traditions, and norms are passed on to him as rapidly as he is ready to absorb them. This is socialization.

From these values and these processes a child's self-identify, his self-concept emerges. He comes to think of himself as a being of worth in relation to his particular culture.

Today you are about to be born in the land of HOKIA. For better or for worse, these are your people, this is your culture. Be quick to learn HOKIA's values and social processes then become fiercely loyal to them - you know no other way.

Highly Valued:

1) Red tokens

2) Information concerning vital statistics

3) Non-verbal language

Mores - From the above values have emerged the following mores which your group follows religiously.

1) Conversations begin and end with a handshake

2) Yes and no are never articulated.

*To indicate Yes place your right hand on your right shoulder.

*To indicate No place your left hand on your left shoulder.

Tasks - Your group must accomplish two tasks; one which will require that you interact within your own Hokie group and the other which will require that you interact with another culture, the Heelots. These are your two tasks:

TASK WITHIN OWN HOKIE GROUP:

1) You wish to compete for red tokens by guessing the numerical vital statistics of fellow Hokies using only questions that can be answered with Yes or No.
   e.g. Do you wear size 7 shoes? Do you have 1 child? Are you 37 years old?
   *If the guess is correct receive a token.
   *If the guess is incorrect give a token.
   *Ask only one question at a time, however, you may return to the same person numerous times.
   *You may collect a token from any other Hokie you see breaking the cultural mores.

TASK WITH HEELOT CULTURE:

Emissaries will obtain the following information for "High Hokie".
(a) date of birth (b) height and weight (c) size of shoe

Behavior Controls:
1) If a fellow Hokie breaks the mores he must give a red token.
2) But, if an outsider breaks the Hokie mores he is firmly and surely evicted.

So this is HOKIA. Learn its ways and become fiercely loyal to them. Stay in character for the duration of this experience, and derive the maximum learning.

5r

Handout #1

Handout #2

INSTRUCTIONS - HEELOTIA

The success of this learning experience together, to a great measure, depends on your willingness to become totally involved and play the game "for real".

You are about to be born into a new culture. In real life certain important things occur from the moment of birth. When a child is born into a particular society, that society immediately sets in motion processes for bringing the child into contact with the culture. The child is taught a language, skills and a variety of knowledge. Values, traditions, and norms are passed on to him as rapidly as he is ready to absorb them. This is socialization.

From these values and these processes a child's self-identify, his self-concept emerges. He comes to think of himself as a being of worth in relation to his particular culture.

Today you are about to be born in the land of HEELOTIA. For better or for worse, these are your people, this is your culture. Be quick to learn HEELOTIA's values and social processes then become fiercely loyal to them - you know no other way.

Highly Valued:

1) Red Tokens

2) Information concerning vital statistics

Mores - From the above values have emerged the following mores which your group follows religiously.

1) Bodies are very private. Never touch another or allow yourself to be touched.

2) Taboo against eye contact. Never look another person in the eye. You must approach and converse right side of face to right side of face.

Tasks - Your group must accomplish two tasks; one which will require that you interact within your own Heelot group and the other which will require that you interact with another culture, the Hokias. These are your two tasks:

TASK WITHIN OWN HEELOT GROUP:

1) You wish to compete for red tokens by guessing the numerical vital statistics of fellow Heelots using only questions that can be answered with Yes or No.
   e.g. Do you wear size 7 shoes? Do you have 1 child? Are you 37 years old?
   *If the guess is correct receive a token.
   *If the guess is incorrect give a token.
   *Ask only one question at a time, however, you may return to the same person numerous times.
   *You may collect a token from any other Heelot you see breaking the culture mores.

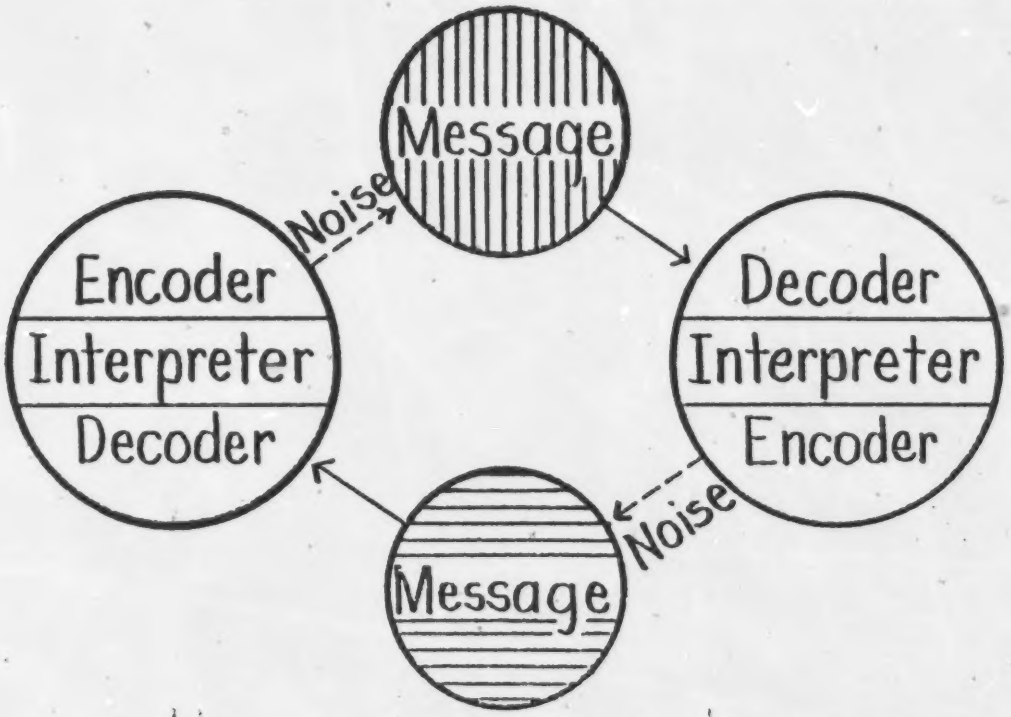
TASK WITH HOKIE CULTURE:

Emissaries will obtain the following information for "High Heelot".
(a) Name (b) Place of Birth (c) Age

Behavior Controls:
1) If a fellow Heelot breaks the mores he must give up a red token.
2) But, if an outsider breaks the Heelotia mores he is shunned and Heelots show their utter disgust by walking quickly away from the offender.

So this is HEELOTIA. Learn its ways and become fiercely loyal to them. Stay in character for the duration of this experience, and derive the maximum learning.

Human Communication



Causes of Breakdowns	Minimizing Breakdowns
1. We hear what we expect to hear.	1. Be sensitive to the world of the receiver.
2. Individuals have different perceptions.	2. Emphasize and employ deliberate feedback.
3. Emotional states condition what we hear.	3. Listen.

LITERACY VOLUNTEERS OF AMERICA, INC.

CONVERSATION STARTERS
For Learning from Foreign Students

FOOD:

1. How many meals a day do people usually eat in your country?
2. What would you eat and drink at each of these meals?
3. Where do you get most of your food?
4. What would you say is the favorite vegetable, meat, fish, dessert?
5. What food would you serve a favorite guest?
6. Is your country famous for a special crop?
7. Please explain how to make one of your favorite meals?

SHELTER:

1. Please describe what a typical home looks like in your country.
2. How many rooms does the average apartment or home have?
3. What furniture is inside a typical house in your country?
4. Are any homes air-conditioned?
5. Are the walls painted or is wall paper used?

CLOTHING:

1. What do young children wear to school in your country?
2. What kind of clothes do men and women wear to work?
3. What kind of clothes do men and women wear to a party?
4. Is there special clothing to sleep in?
5. Do fashions change frequently?

TRANSPORTATION:

1. Do many people walk to work or school or do they use bicycles or other forms of transportation?
2. Do many people own automobiles?
3. How much money does a taxi cab driver charge in your country? What are the tipping customs?
4. Is there a regular time schedule for public transportation?
5. In your country, what do people use most for transportation?
6. Is it customary for a family to take a vacation?
7. Where are the largest airports in your country?

VALUES IN THE CULTURE:

1. Is certain behavior allowed in the home but not in public?
2. How are people punished for disobeying the law?
3. What is considered the most serious crime a person can commit?
4. Do high school students have religious education at school?
5. What is the attitude in your country toward the death penalty?

Dr. V. F. Allen - Temple University - Philadelphia, PA

SCHOOLS:

1. Do you have a special preparatory school for university in your country?
2. How many classes a week do high school students have?
3. Is it difficult for high school graduates to find a job?
4. What status do college students have in the society?
5. Are there any differences in the quality of education between a public and a private school?

MAN AND ANIMALS:

1. Do children keep a dog or cat as pets in their home?
2. Would you see an aquarium in some homes?
3. What is done for sick animals?
4. Are there any wild animals in your country?
5. What animals are useful?

SOCIAL STRUCTURE:

1. What is the size of an average family?
2. Do the grandparents live in the same house?
3. What are the responsibilities of each member of the family?
4. Do married women work?
5. Who takes care of the children?
6. Is it customary for the family to gather round the dinner table and talk?
7. Do the children often fight among themselves?
8. How do people in your country feel about divorce?
9. What is the acceptable way of meeting someone to marry?
10. When does a child leave his home to be on his own in your country?

CHILDREN:

1. How do parents decide on a name for their baby?
2. Do children have a certain share in work at home?
3. Do children start school at an early age?
4. Do boys and girls have the same education? Do they go to the same school?
5. Where do children play?
6. Do children in your country have a favorite game they like to play?
7. How are children expected to behave with adults?
8. Are parents strict in disciplining their children?
9. Who punishes the child?
10. Please tell me a favorite story children know.
11. What songs did you learn at an early age?

SOCIAL GROUPS:

1. Do people of different social groups live in different neighborhoods?
2. How is prejudice against minority groups shown in your country?
3. How strong are class distinctions?
4. Do people speak different languages in different parts of your country?
5. Do women often visit local beauty salons?
6. Do children wear uniforms in your schools?
7. What is the most common religion in your country?
8. Do people discuss religion a great deal?

LEISURE TIME ACTIVITIES:

1. Do you like American films? Which ones?
2. What type of movies do you like?
3. Who are your favorite actors or actresses?
4. What movies have you seen in your country?
5. What kind of music do you listen to?
6. Do you like American music?
7. Do you have a radio? A record player?
8. Do most cities have libraries? Are they free?
9. What kind of books do you read?
10. Are there special community centers that provide sports activities?
11. Are there volunteer activities available? What are some common forms of charity?
12. What do university students do in their leisure time?
13. Does the family share activities outside the home? What are these activities?
14. Are there many museums open for the public?

LANGUAGE FORMULAS AND GESTURES:

1. How would you introduce me to your family?
2. Would I be expected to shake hands?
3. What would be the polite way for me to leave after a social evening at your home?
4. Would I be expected to bring a gift?
5. What do people say and do after they are introduced?
6. What do you say to another person when you see him in the morning? Evening?

HOLIDAYS AND CEREMONIES:

1. Is Sunday a legal holiday in your country?
2. What special holidays do you celebrate in your country?
3. How do people celebrate them?
4. Describe a marriage ceremony in your country. Describe a funeral.
5. In America, we put our dead in beautifully kept cemeteries. Is this a similar custom in your country?

COMMUNITY UNITS:

1. Do most of the people in your country live in cities, small towns, or farms? Describe them.
2. Do you have many factories in the cities?
3. What products are produced?

Handout #6

LITERACY VOLUNTEERS OF AMERICA

English As A Second Language Tutor Training Workshop
Intercultural Communication

Notes for Tutors

Newcomers to this country are bombarded by many different sights and sounds. CULTURE SHOCK soon sets in. Most expect language problems, but they cannot imagine or prepare for the trauma of changing from self-assured individuals to uninformed, dependent persons.

CULTURE SHOCK is not a phenomenon affecting only those coming to the United States. Consider how Americans might feel when faced with the same set of circumstances in another country!

Culture is a mold in which we are all cast, and it controls our daily lives in many unsuspecting ways. We are CULTIVATED BY OUR CULTURE. Such things as the history of our past, religions, educational systems, environment, marriage and family structure all combine to make us who we are. This is the same for people from other countries.

We are products of our culture, and many of our ideas often result from cultural bias. This causes "STEREOTYPING." A stereotype is an idea of how <u>everyone</u> in a certain group looks or acts. Stereotypes are usually too general, too simple, and not very attractive. Few real people fall into the "typical" picture. Members of other cultures are as individual as members of our own.

CULTURE IS IMPORTANT to you as an ESL tutor. The ESL teaching techniques can be mastered fairly quickly, but your teaching success will be greater if you are sensitive to your student's background and his reaction to our culture.

Sometimes we try to push our own values onto our students, either consciously or unconsciously. Customs that we take for granted here may be quite different in other countries. Students are often thrown into situations where the philosophy and values are entirely contrary to their way of thinking. Sometimes we think something is right because WE do it. Or that we can change centuries-old traditions because it's convenient to do so.

LITTLE CULTURAL MISUNDERSTANDINGS MAY COME UP throughout your teaching experience, so it helps to become familiar with some of the common cultural characteristics of your student's country. We suggest you read a history book about your student's homeland, look at an up-to-date map of the area, and read a modern novel about his culture (preferably one written by a native).

ASK YOUR STUDENT QUESTIONS about his culture--these make good lessons. Show that you are interested in his country, not just in changing him into an instant American. Students don't come to the United States to have their culture washed away, although sooner or later it becomes more convenient or they become so Americanized that the "American way" becomes their way.

BE SENSITIVE to your student's background and customs. Don't fall into the trap of thinking that underdeveloped nations have underdeveloped culture.

Students themselves often feel very strongly about some American customs. You should be PREPARED TO BE YOUR STUDENT'S LINK to American society, and you will often find yourself explaining American customs. Use natural ways to teach culture: field trips, experience stories or drawings, newspapers. Don't force discussion. Provide an opportunity and let it happen naturally.

REMEMBER YOUR STUDENT'S POSITION in his native country. Sometimes you might have to correct his behavior and that might be embarrassing. Try not to constantly say, "We don't do it that way here." Your student is a sensitive adult. Correct positively, in a friendly manner. Don't fear offending your student. Your presence at the tutoring session shows you are a friend.

As your lessons progress and your student develops a larger English vocabulary, keep in mind that learning is not complete until your student can feel confident knowing when and how to use his new vocabulary. The situations in which the language is to be used, as well as the social implications, are vitally important. These vary from culture to culture.

COMMUNICATING CLEARLY is important. It is frustrating not to be able to speak English and not to know our cultural rules. Thus, you can imagine your student's situation. But communication is distorted even among people who use the same language, which adds to his problems. It is important to you as a tutor to understand how communication works among those speaking the same language.

Much communication depends on the LISTENER. His experiences affect and influence his interpretation of a message. Assumptions, perceptions and feelings of both the speaker and listener distort communication.

We hear what we expect to hear. We often hear not what is said, but what we lead ourselves to believe is meant. The same sets of facts may be interpreted differently by people. Also, emotions affect what is heard. Sometimes we tend to evaluate the person sending the message and accept or reject it based on our feelings about him. We also use non-verbal signals to communicate. Many of these do not carry across cultures or else carry different meanings. Body postures and even the way we use the space around us also communicates our feelings.

To reduce problems in communication:

1. Be sensitive to the other person. Know where "he's coming from."
2. Ask for feedback. Deliberately create opportunities for reaction.
3. Listen actively, not by mentally preparing a response. Use eye contact, facial expressions, verbal sounds. Paraphrasing often helps.

CULTURAL UNDERSTANDING, as well as the mechanics of English, are very important to you as an ESL tutor and as a sensitive adult.

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

TRAINEE'S KIT

It is suggested that the following items be put in a large manila envelope, or a folder with pockets, and given to each trainee.

1. Overview of the workshop. (Page 7)
2. Schedule of this workshop (simplified, listing main topics).
3 ESL Individual Placement Tests (include instructions and both pre and post tests . (Pages 8-8b)
4. Initial student forms (two) for use in the workshop with case history, and for actual student. (Pages 2-2a)
5. I SPEAK ENGLISH by Ruth J. Colvin.
6. Colored paper slips (vary the sizes and colors)
7. Several 3 x 5 cards and quartered 3 x 5 cards in small plastic bag.
8. Homework assignments. (Page 10)
9. ESL Picture book: ENGLISH ROUND THE WORLD or ENGLISH FOR A CHANGING WORLD.
10. An ESL textbook (one of those listed below). Trainees can look them over and exchange for one that is most appropriate for their particular students. (More advanced texts can be obtained from the library if the student is ready for them.

    1. ENGLISH I (A Basic Course for Adults), by Mackey: Newbury House, Pub.
    2. INTRODUCTION TO CANADIAN ENGLISH (Workbook I), by Martin: New Canadian Pub.
    3. LADO ENGLISH SERIES, by Lado: Regents Publishing Co.
    4. ORIENTATION IN AMERICAN ENGLISH (Workbook I) by Hall & Costinett: Institute of Modern Languages
    5. NEW HORIZONS IN ENGLISH (Books 1-3), by Mellgren & Walker: Addison Wesley, Pub.
    6. ENGLISH STEP-BY-STEP WITH PICTURES, by Boggs & Dixon: Regents Pub. Co.

11. Instructions for trained tutors. (Page 15-15a)
12. Objectives for ESL Tutor Training Workshop (optional). (Pages 13-13c)
13. Suggestions for materials which will be helpful for the trainee to get for himself:

    a. A bilingual dictionary (English and the language of his student)
    b. A book on U.S. citizenship (if appropriate):

        English, Home and Community Life (student workbook), U.S. Government Printing Office
        Our Constitution and Government (student workbook) and workbook for tutors, U.S. Government Printing Office

    c. Notebook
    d. Tape recorder, if possible
    e. Pictures of the student's country (travel magazines)

LITERACY VOLUNTEERS OF AMERICA, INC.

ESL TTW (ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP)

OVERVIEW

Orientation, Listening Skills, Testing

Getting Started

- Initial Conversation
- Simple Sentences
- Cues and Signals
- Modeling the Spoken Language

Other Cultures, Citizenship

Visual Aids

- Objects
- Actions
- Stick Figure Drawings
- Pictures

Survival Skills

- Name, address and telphone number
- Maps, Directions
- Numbers and Money
- Time and Dates

Basic Techniques

- Substitution Drill
- Response Drill
- Transformation Drill
- Backward Buildup
- Dialogue

Teaching Language Skills

- Sentence Structure
- Word Order
- Vocabulary
- Pronunciation
- Reading and Writing
- Comprehension

Goals and Lesson Plans

- Diagnosis
- Planning
- Teaching
- Reinforcement
- Working with the Advanced Student
- Case Histories

ESL Library

LITERACY VOLUNTEERS OF AMERICA, INC.

INFORMAL ESL (ENGLISH AS A SECOND LANGUAGE) PLACEMENT TEST

ERRATA

ESL Testing: LOCAL LEADER: Please note this error on the tape and correct it "live." (Page 28 Segment A (a) of script). Because of the revised scoring on the ESL test, the demonstration student's ESL level is II, not III as stated on the tape. Thank you.

INSTRUCTIONS

(This test was conceived and written by Ms. Alice Perlman, Supervisor of Instruction, Title III, Adult Basic Education Program, New York City Board of Education. It has been adapted for LVA, Inc. use.)

1. Prior to testing, background information on your student, that is, his name, address, phone number, age, marital status, country, should be supplied to the tutor.

2. Administer the test in a room alone with your student.

3. Read each question to the student, checking the appropriate response.

4. No interpreter nor helpful gestures should be used.

5. Questions must be asked in natural speech. Questions may be repeated once. (After scoring, you may explain the meaning of the questions.)

6. The student should answer in English if he can. A correct answer can be given in standard or poor English. An answer in his or her native tongue is incorrect for our purposes. We are testing his ability to understand and respond in English.

7. Remember to practice good human relations, being courteous and interested in what the student tells you.

8. Level I tests the student's ability to interpret simply constructed sentences and respond to them.

9. At Level II the student is tested with less simple English construction and his responses serve as criteria.

10. Levels III and IV use criteria of student production of English in simple discourse. Level IV is achieved when the student generally understands ordinary discourse, i.e. a radio talk show, and can construct reasonably correct compound and complex sentences.

I SPEAK ENGLISH

Literacy Volunteers of America, Inc.

INFORMAL ESL (ENGLISH AS A SECOND LANGUAGE) PLACEMENT TEST

PRE-TEST

(This test has been adapted from that conceived and written by Ms. Alice Perlman, Supervisor of Instruction, Title III, Adult Basic Education Program, New York City Board of Education)

☐ ESL Level 0 ☐ ESL Level I ☐ ESL Level II ☐ ESL Level III ☐ ESL Level IV

Student's Name _____ _____ Date _____

Tester's Name _____

This is a test for those with little or no ability to speak or understand English. It is meant to be a guide for the tutor rather than a formal test of ability.

ESL Level 0 If the student is unable to understand or respond in English, or answers only one or two questions in Level I (in standard or poor English), the ESL Level is 0.

ESL Level I If the student answers three to five Level I questions correctly (in standard or poor English), the ESL Level is at least Level I. Continue testing with Level II questions to determine possible higher level ability. If the student answers two or fewer Level I questions correctly (in standard or poor English), the ESL Level is 0.

Questions:	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
1. Hello! What's your name?	_____	_____	_____
2. What's your address?	_____	_____	_____
3. What country are you from?	_____	_____	_____
4. Are you working now?	_____	_____	_____
5. What month of the year is this?	_____	_____	_____

(Number of correct answers in Level I _____)

ESL Level II If the student answers three to five Level II questions correctly (in standard or poor English), the ESL Level is at least Level II. Continue testing with Levels III and IV questions to determine possible higher level ability. If the student answers two or fewer Level II questions correctly (in standard or poor English), the ESL Level is I.

Questions:	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
1. How many years did you go to school in (native country)?	_____	_____	_____
2. Did you ever study English before?	_____	_____	_____
3. How do you (or your husband or children) get to work (or school)?	_____	_____	_____
4. If you can't meet with your tutor for a lesson what could you do? (or) If you have a headache, what would you do?	_____	_____	_____
5. (If your student is employed) What kind of work do you do? (If your student is not in the labor market) What do you like to do for fun?	_____	_____	_____

(Number of correct answers in Level II _____)

ESL Levels III and IV Encourage your student to answer in at least three sentences. If the answers are too brief, you can suggest, "Tell me more." If the student cannot give a three-sentence answer for any of the following questions the ESL Level is II. If the student gets one correct answer (three-sentences), the ESL Level is III. If the student gets two or more correct answers (three sentences each), the ESL Level is IV.

Questions:	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
1. Why did you move to (present location)?	_____	_____	_____
2. How do you think studying English will help you?	_____	_____	_____
3. Tell me how you celebrate (one of student's native holidays, or a birthday)?	_____	_____	_____

(Number of correct answers in Levels III and IV _____)

(This page can be duplicated for easy use.)

I SPEAK ENGLISH

Literacy Volunteers of America, Inc.

INFORMAL ESL (ENGLISH AS A SECOND LANGUAGE) PLACEMENT TEST
POST-TEST

☐ ESL Level I ☐ ESL Level II ☐ ESL Level III ☐ ESL Level IV

Student's Name_____ Date_____

Tester's Name_____

This is a post-test to measure the speaking and comprehension ability of the ESL student after teaching. It is meant to be a guide for the tutor rather than a formal test of ability.

ESL Level I If the student answers three to five Level I questions correctly (in standard or poor English), the ESL Level is at least I. Continue testing with Level II questions to determine possible higher level ability. It is assumed that a student can answer at least three Level I questions correctly (in standard or poor English) after tutoring.

Questions:	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
1. What's your husband's (son's, mother's) name?	_____	_____	_____
2. Where does (he, she) (work, go to school, live)?	_____	_____	_____
3. Do you have a brother or sister?	_____	_____	_____
4. How long have you been in this country?	_____	_____	_____
5. What day is it today?	_____	_____	_____

(Number of correct answers in Level I _____)

ESL Level II If your student answers three to five Level II questions correctly (in standard or poor English), the ESL Level is at least II. Continue testing with Level III and IV questions to determine possible higher level ability. If the student answers two or fewer Level II questions correctly (in standard or poor English), the ESL Level is I.

Questions:	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
1. How did you travel to this country?	_____	_____	_____
2. How long have you been studying English?	_____	_____	_____
3. Do you speak any other languages besides (native language)?	_____	_____	_____
4. What's your favorite TV show?	_____	_____	_____
5. If you cut your finger, what would you do?	_____	_____	_____

(Number of correct answers in Level II _____)

ESL Levels III and IV Encourage your student to answer in at least three sentences. If the answers are too brief, you can suggest, "Tell me more." If the student cannot give a three-sentence answer for any of the following questions, the ESL Level is II. If the student gets one correct answer (three sentences), the ESL Level is III. If the student gets two or more correct answers, (three sentences each), the ESL Level is IV.

Questions:	Correct Answer (Standard English)	Correct Answer (Poor English)	Incorrect Answer
1. When you first came to this country, what would have made your first weeks in (location) easier?	_____	_____	_____
2. Tell me how you celebrate one of your native holidays, or a birthday?	_____	_____	_____
3. What have you liked about living in (present location)?	_____	_____	_____

(Number of correct answers in Levels III and IV _____)

(This page can be duplicated for easy use.)

LITERACY VOLUNTEERS OF AMERICA, INC.

PICTURE LIBRARY CATEGORIES

(Partial listing)

Animals

Appliances

Birds

Body parts

Buildings

Clothing and Accessories

Emotions

Entertainment

Famous People

Flowers

Food

Health (including First Aid)

Hobbies

Holidays

Houses and Furniture

Landscapes

Maps

Miscellaneous

Occupations

Relative positions

Sports

Transportation

LITERACY VOLUNTEERS OF AMERICA, INC.

ESL TUTOR TRAINING WORKSHOP

Homework Assignments

Session I

1. Read I SPEAK ENGLISH by Colvin, Chapters 1 through 5, and 12 and 13.
2. Practice teaching listening comprehension, using commands, directing action, using colored paper, etc.
3. Practice Cues and Signals.
4. Practice modeling simple sentences, being aware of normal speech, having someone at home repeat after you.

Session II

1. Read I SPEAK ENGLISH by Colvin, Chapters 6 through 8.
2. Make up your own "Survival Kit."
3. Write up and practice:
   a. Simple substitution drill
   b. A more complex substitution drill
4. Write up and practice a response drill.
5. Write up and practice transformation drills.
6. Write up a long sentence, divide it into phrases, and practice teaching the sentence using backward buildup.
7. Write up and practice a 4-line dialogue.
8. Draw a stick figure showing action.

Session III

1. Read I SPEAK ENGLISH by Colvin, Chapters 9 and 10.
2. Bring in 5 pictures from 5 different categories indicating their place in the Picture File.
3. Write up a simple lesson plan for the ESL student whose case history has been given to you by the workshop leader.

Session IV

1. Read I SPEAK ENGLISH by Colvin, Chapter 11.
2. Fill in Initial Student form on your student.
3. Contact and teach student.
4. Contact your student-advisor.
5. Be prepared to give a 1-2 minute vignette of your student at Session V. Include:

   a. name, age, sex
   b. country
   c. language(s)
   d. background (educational and professional)
   e. ESL Level
   f. at least one good idea you're using
   g. any problems

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE (ESL) TUTOR TRAINING WORKSHOP

ESL CASE HISTORIES FOR WORKSHOP

1. Georgio M. is 20 years old and a native of Italy. He arrived in the United States six months ago to live and work with his uncle, a restauranteur. He had 4 years of schooling in Italy but is barely literate in that language. Georgio has great difficulty memorizing orders in the restaurant, which he must do since he cannot read or write English. He drives around in his uncle's truck, but he has no license and cannot read traffic signs. He's fond of rock music and plays the piano fairly well. He's highly motivated to learn to speak, read and write English. The LVA Placement Test puts him at Level I.

2. Tere is a 19-year-old Mexican girl, warm and affectionate in nature. She lives with an older girl from her home town who is very "Americanized" and teases Tere when she attempts to speak English. Tere would like to attend adult basic education classes, but makes practically no attempt to speak English for fear of being ridiculed. She does housework for a living, and enjoys both it, and gardening. She delights in showing pictures of Mexico to her tutor but will only occasionally use an English word to describe the pictures - "hot", "flowers", "home." The LVA Placement Test puts her at Level I.

3. Nick K. is a 40-year old native of Greece who came to this country because of political conditions in his homeland. He is married and has one son. He is presently working as a TV technician. He was an electrical engineer in Greece. He speaks a stilted English and has great difficulty comprehending spoken "American" English with its idioms and slang. He has two strong drives - to become an American citizen and to be registered as a professional engineer in his state. He is capable of reading technical publications in English, but otherwise reads only Greek papers and books. The LVA Placement Test puts him at Level III.

4. Maria N. is a 17-year-old high school sophomore, born in Cuba, who has been living in South America for the past 15 years. She recently came to the United States to make her home with her grandparents. She is a more than competent student in mathematics and science, but is falling behind her classmates in English and Social Studies. Her grandparents speak only Spanish and insist that Maria speak Spanish at home. They are afraid she will forget her Spanish heritage and become too Americanized. Maria reads English poorly and refuses to recite in class. She loves sports, particularly tennis and swimming. Although naturally outgoing, she is becoming sullen and quiet. The LVA Placement Test puts her at Level II.

5. Mrs. Y is a 22-year-old native of Hong Kong. She is married to a Chinese, and is expecting her first child in a few months. She is unable to speak English beyond phrases such as, "My name Chee-ling. I live 19 Center Street." She is isolated in her community because she can communicate only with her husband. She enjoys sewing for her expected child and is skilled in embroidery work. She is totally illiterate in her native language. She has great difficulty understanding the doctors and nurses in the maternity clinic. Her husband is rapidly becoming acclimated and she feels he is ashamed of her. The LVA Placement Test puts her at Level 0.

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE (ESL) TUTOR TRAINING WORKSHOP

ESL CASE HISTORIES FOR WORKSHOP

1. Francisco is a 19-year-old Sicilian man who has had 6 years of schooling in his native land. He has been in the U.S. for one year and lives with his elderly father in an apartment house where Francisco is the maintenance man. He also works 2 hours a day as a bag boy in a supermarket. His ambition is to join the Air Force where he can be with the planes he loves, but he knows he must have more English than the few conventional phrases he now speaks. His working schedule is such that it's impossible for him to attend Adult Education classes and he tries to help himself by listening to radio newscasts, but his small knowledge of English hinders his understanding of their content. He enjoys playing bocce ball and biking. He tests at Level I.

2. Muy is a Vietnamese mother, 30 years old, who has been in this country 3 months. She has a 5-year-old daughter and a 6-year-old son, both enrolled in public school and is expecting another child in 6 months. Muy speaks fluent French and reads and writes in her own language, but her English is halting and difficult to understand because of her intonation and sparse vocabulary. She faces two problems in communication: her inability to converse with her children's teachers and her need to discuss her pregnancy with an English-speaking doctor. She tests at Level II.

3. Danno is a 15-year old boy from Puerto Rico. He has lived in this country about 11 months and is in the 8th grade. Because of his language difficulty (he speaks only "street" English and not much of that), he is in danger of dropping out of school. He wants to stay in school because he dreams of being on the track team. His native-born schoolmates harass him because of his school performance and also because he's Puerto Rican. Consequently, he's become shy and somewhat surly. He has no special hobbies and spends his time on the streets with his Puerto Rican friends thinking up ways to get even with the "Americans." He tests at Level II.

4. Rosa is a widow who was born 53 years ago in a village in Italy and has recently been brought to the U.S. by her eldest son. Rosa is unable to read and write in her native language and had no schooling in her little village. She is most unhappy because she can converse only with her son since his American wife and children know only a few words in Italian. Rosa feels very much a displaced person, missing the community life of the village, and her neighbors, and her important position as the local midwife. She does not understand the customs and life style of her American family and her son is often too busy to answer her questions. Crocheting and Sunday Mass (alas, also in English!) are her only pleasures. She wants to speak and be understood - to ask questions and understand the answers. She tests at Level 1.

5. Bernard is a 24-year-old Russian Jew who came to the U.S. from Kiev 3 months ago. He speaks and reads Russian and Hebrew and has a reading knowledge of English. He is attending Adult Education classes but needs special tutoring if he is to attain his goal - to be accepted in the State University in the fall. His English is stilted and hesitant, he begs people to slow down in speaking to him, and he's confused by American idioms. He tends to "think" in Russian and "translate" into English. He tests at Level III.

11a

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

TUTOR COMPETENCY QUIZ

1. What two language skills are we most concerned about when teaching English as a second language?

   1.

   2.

   Reinforced later by what two other skills?

   3.

   4.

2. Give three practical ways to practice listening comprehension.

   1.

   2.

   3.

3. If your ESL student tests at Level I, in what area would you concentrate your teaching?

   at Level II?

   at Level III?

   at Level IV?

4. Describe 5 signals which convey a definite instruction.

   1.

   2.

   3.

   4.

   5.

5. What are five common pitfalls when you model sentences for an ESL student?

   1.

   2.

3.

4.

5.

6. List four ways to help you communicate with your student.

1.

2.

3.

4.

7. How would you teach new vocabulary words?

8. Describe three techniques that can be used to check comprehension?

9. Give an example of each of the following:

a. Simple substitution drill:

b. Complex substitution drill:

c. Response drill:

d. Transformation drills:

Statement to negative (simple, but giving one word cue):

Statement to question (simple, but using one cue):

Combining two simple statements into one:

e. Backward buildup.

10. Write a simple dialogue. Describe the steps necessary to teach this dialogue.

11. Describe at least 3 survival skills you could teach.

1.

2.

3.

12. List at least 4 things that should be included in each lesson plan.

1.

2.

3.

4.

13. If your student wants to become an American citizen, where do you go for useful information?

14. What month must aliens in the U.S.A. register?

Name_____

Date_____

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

OBJECTIVES

Orientation, Listening Comprehension, Testing - SEGMENT A
(I SPEAK ENGLISH by Ruth Colvin, Chapters 1 through 4)

Upon completion of this segment of the LVA ESL Tutor Training Workshop, the participant will be able to:

1. Define the terms ESL, TESL, and TESOL.
2. Define the nature of language.
3. Define vocabulary, structure of language, stress, pitch and juncture.
4. List the primary purpose of language, and the four specific skills involved in learning it.
5. Define Primary and Secondary symbols.
6. Demonstrate two techniques for teaching listening comprehension.
7. Use a simple oral test to determine entry level of student for placement purposes, distinguishing between reception and production and correct and incorrect answers.

*8. Prescribe the type of instruction needed (conversation, reading and writing) based on the results of the test.

Getting Started - SEGMENT B - (I SPEAK ENGLISH by Ruth Colvin, Chapter 5)

Upon completion of this segment of the LVA ESL Tutor Training Workshop, the participant will be able to:

1. Describe a technique to use during the initial student/tutor conversation.
2. Model sentences correctly, having the student repeat them.

*3. Use certain signals which convey definite instructions.

*4. List the "do's" and "don'ts" of modeling the spoken language.

5. Distinguish between natural and unnatural stress of words in a sentence.
6. Describe the importance of using words which the tutor normally uses (slang, contractions, idioms) in modeling sentences for student.

*Starred items refer to questions asked on the Tutor Competency Quiz

Visual Aids - SEGMENT C - (I SPEAK ENGLISH by Colvin, Chapter 8)

Upon completion of this Segment of the LVA ESL Tutor Training Workshop, the participant will be able to:

*1. Describe the best aids for building initial conversation.

2. Describe how to combine student action with the language he is learning.

3. Use role playing to simulate language experience.

4. Use stick figures to illustrate sentences.

5. Use pictures and illustrations as teaching aids.

6. Construct a picture file for library purposes.

7. Construct examples of some conversations which might be used with a particular picture.

8. Describe how field trips, phone calls, and tape recorder can be used as aids in learning language.

Teaching Language Skills - SEGMENT D - (I SPEAK ENGLISH by Colvin, Chapter 9)

Upon completion of this segment of the LVA ESL Tutor Training Workshop, the participant will be able to:

1. State the aim of the ESL tutor.

2. Teach sentence structure by being aware of word order.

3. Teach word order by having student associate word order with meaning and produce words.

*4. Introduce new vocabulary words within a known structure, adding to patterns the student already knows.

5. Describe why a student may have difficulty learning and/or reproducing a particular sound in English.

6. List the three essential steps a student goes through when learning a language.

7. Determine when a student is ready to begin reading and writing skills.

8. List three essential steps the tutor should employ when the student is confused by similar words ("best" and "vest")

*9. Use several techniques to be sure the student comprehends what is said.

*Starred items refer to questions asked on the Tutor Competency Quiz

Basic Techniques - SEGMENT E - (I SPEAK ENGLISH by Colvin, Chapter 7)

Upon completion of this segment of the LVA ESL Tutor Training Workshop, the participant will be able to:

*1. Identify and use substitution drill, response drill, transformation drill, backward buildup and dialogue.

2. Develop simple substitution drills into complex drills.

3. Develop simple transformation drills into drill where the tutor gives only the word "not."

4. Develop dialogue into useful conversation for individual students.

Other Cultures, Citizenship - SEGMENT F - (I SPEAK ENGLISH by Colvin, Chapters 12, 13)

Upon completion of this segment of the LVA ESL Tutor Training Workshop, the participant will be able to:

1. Use role playing to develop more empathy for the student's predicament.

2. Use information about holidays, customs, and the culture of other countries to develop rapport and conversation with the student.

3. List the citizenship requirements for the United States.

*4. Describe the Alien Registration Law.

*5. Identify sources of information on citizenship requirements.

Survival Skills - SEGMENT G - (I SPEAK ENGLISH by Colvin, Chapter 6)

Upon completion of this segment of the LVA ESL Tutor Training Workshop, the participant will be able to:

*1. Identify the skills the student needs to be able to "survive" in his/her everyday life.

2. List the contents of a "Survival Kit."

3. Instruct the student in the use of the telephone.

4. Instruct the student in correctly spelling his name in English and identifying the English names of the alphabet letters.

5. Draw a simple neighborhood map for the student's use.

6. Instruct the student in reading and understanding a menu.

7. Instruct the student in the English names of numbers.

8. Understand the technique for teaching a student to speak and understand telephone numbers, house numbers, prices, weights and sizes.

9. Know the technique for teaching a student to tell time in English and to pronounce the days of the week and the months of the year.

Goals and Lesson Plans - SEGMENT H - (I SPEAK ENGLISH by Colvin, Chapter 10)

Upon completion of this segment of the LVA ESL Tutor Training Workshop, the participant will be able to:

1. Identify the student's short and long range goals.

2. Find out what the student's weaknesses and strengths are, what his interests are, and what he wants to accomplish.

3. Include all the techniques learned in a workshop in a lesson.

4. Reinforce the teaching by using review and varying approaches.

5. Evaluate the success of each lesson.

*6. Make realistic lesson plans for each ESL Level student.

7. Choose an appropriate textbook to insure continuity of lessons.

8. Use an "Error Chart" for later clarification and instruction.

9. Understand the use of a vocabulary checklist.

10. Tutor student in new vocabulary by using patterned sentences in categorical groupings.

11. Understand the importance of using questions and conversational phrases in tutoring a student.

12. Apply all the suggested techniques to tutoring an advanced student.

13. Assign homework according to the student's ESL level.

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE (ESL) TUTOR TRAINING WORKSHOP

EVALUATION

PLEASE CHECK YOUR REACTIONS TO THE FOLLOWING QUESTIONS:

	High Rating			Low Rating
1. Do you feel you are familiar with the materials in your trainee's kit?	1	2	3	4	5
2. Do you feel you have a sensitivity to the people you will be working with?	1	2	3	4	5
3. Do you feel you have understood the techniques given in the workshop?	1	2	3	4	5
4. Do you feel comfortable in being able to use the techniques, realizing it will take actual practice to be really competent?	1	2	3	4	5
5. Did you feel the format (slide/tape demonstration, live demonstrations, and OTO practice) was helpful?	1	2	3	4	5
6. Did you feel the presentation of the Placement Test was adequate?	1	2	3	4	5
7. Did you feel the guest speaker was appropriate and helpful?	1	2	3	4	5
8. Did you feel having actual demonstration students was helpful?	1	2	3	4	5

High Rating — Low Rating

9. Do you feel you can refer to the ESL library and that it was adequately presented?

1 2 3 4 5

10. Do you feel you have an adequate grasp of the contents of the workshop?

1 2 3 4 5

11. Are you comfortable with your knowledge of teaching ESL, knowing you have support from the organization, in going to meet your new student?

1 2 3 4 5

12. Was the pace of the workshop — too fast ▭ just right ▭ too slow ▭

13. Were the homework assignments — helpful ▭ not helpful ▭ too much ▭

14. Were the case histories — helpful ▭ not pertinent ▭ good ▭

Other comments and suggestions:

Your name (optional)_____Date_____

14a

LITERACY VOLUNTEERS OF AMERICA, INC.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINING WORKSHOP

INSTRUCTIONS FOR TRAINED TUTORS

After the volunteers are trained, they are most anxious to get started. They may not have been assigned a student at the workshop. In any event, they want and need further detailed instructions. The following can be sent to them.

1. After you have been assigned a student, contact your student at once to discuss convenient times and place for teaching. If you get your own student, report the name and pertinent information to your supervisor.

2. Arrange a meeting place. If you need help in finding a place, call your supervisor or advisor.

3. As soon as possible make an appointment with your student, stating a definite time and place for lessons. Give your student your name and telephone number and remind him or her to call you if he or she cannot meet you at the agreed upon time or if there are problems. Notify your supervisor or the person who assigned the student to you.

4. Feel free to call your supervisor or advisor for any help or information you may need.

5. Tutors should keep a file or notebook to record student's name, address, phone number, number of hours taught, materials used, methods, progress, lesson plans, background of student, and any other information about the student that might be helpful.

6. When you start with a new student, within the first three or four sessions, make an initial student report, recording test scores and all other information requested. Annual student reports should be made to your supervisor or advisor. This cannot be overemphasized.

7. If for any reason you discontinue teaching, notify your supervisor at once and send final report on your student.

8. When you need additional teaching materials for your student, call your supervisor or your librarian.

9. You will be notified of the time and place of special events for tutors and students. Make every effort to attend events such as student-tutor meetings or tutor get-togethers.

10. In-service training is a continuation of your training. You will be notified of scheduled training sessions and will be expected to attend.

11. At any time during your teaching, including the very beginning, if you feel your student could cope with a classroom situation, encourage enrollment in either Adult Basic Education or in regular adult education classes. Go with your student to register unless he or she requests otherwise.